

## *Greenslade Primary School Accessibility Plan 2023 -2026*

<b><u>Improving the Delivery of Written Information</u></b>					
<b>Priority</b>	<b>Lead people</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Time</b>	<b>Success criteria</b>
Availability of information for parents	HT, DH, Senco	Improve availability of information for parents –display appropriate information for parents - in the playground, to collect from the office, in newsletters, text alerts emails and on the school website etc. Parents sign posted to relevant outside agencies. Staff arrange meetings with parents who may require assistance reading information or filling in paperwork.	Leaflets, newsletters, school brochures	In place and ongoing	Information available to disabled pupils/parents as appropriate Take-up of information leaflets by parents. Parents positive response to text alerts and reminders. Parents feel that they can seek support from members of staff to assist them.
Availability of written materials in different formats Explore with Web Site provider ways parents can translate the website.	HT DH Senco	The school will make itself aware of the services available through the LA for converting written information into alternative formats	Leaflets, newsletters, school brochures etc. in different formats	Ongoing	The school will be able to provide written information in different formats when required for individual purposes Parents will be able to convert the website into their desired language to access written information.
To provide information for pupils with a visual impairment or dyslexia in a form that is most accessible for them Explore the purchase of an Abbey reader to modify materials for regular use in class.	HT Senco CTs TAs	Enlarge print Apply for modified SATS papers as required. Provide VI pupils with Ipads linked to the interactive whiteboard, enlarged icons on the computer, colour contrasted keyboards and print on screen	Ipads Colour contrasted keyboards Adaptations to computer screens Abbey reader	In place and ongoing	Increased access to information for children with VI/dyslexia Children accessing the same materials as their peers.

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		Modify materials for everyday use in lessons. Use of coloured overlays.			
<b><u>Improving the Curriculum Access</u></b>					
<b>Priority</b>	<b>Lead People</b>	<b>Strategy/Actions</b>	<b>Resources</b>	<b>Time</b>	<b>Success criteria</b>
Training for staff on increasing access to the curriculum for children with SEND	SENCO With support from: SALT ASD Outreach team ADHD Outreach team Visual Impairment Team Educational Psychologist Occupational Therapist.	INSET and external training to meet the needs of the children with SEND in our school Examples include:- Analysing and managing behaviour for children with Autism Becoming Cyber safe Behaviour management courses for NQTs Senco Network meetings Setting up a sensory programme for pupils with Autism Supporting pupils with Autism in the Foundation Stage Supporting pupils with Autism in mainstream primary schools. The role of the SEN governor Using sensory stories for children with Autism Using social stories to support pupils with Autism Using visual support for pupils with Autism Wave 3 Literacy Programme STEPs to success STEPS to success literacy support days	Training time  Cost of outside agencies	In place an ongoing	Increased understanding of children's needs Increased access to the curriculum for children with SEND Needs of all learners met Staff feel confident in identifying barriers to learning and implementing interventions.

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		<p>Spelling and syllabification Emotional wellbeing and Mental Health in the Classroom for NQTs Online Autism course Epipen training</p> <p>Ongoing advice and support with strategies to support learning in class eg use of movement breaks, now and next boards, sensory circuits, use work stations, working towards boards. Sensory audits for classrooms.</p> <p>Undertake an audit of staff training requirements regularly to reflect the current needs of the pupils in our school</p> <p>Induction of new staff. General SEND training to be given .Specific training on the needs within their classroom.</p>			
<b>Priority</b>	<b>Lead People</b>	<b>Strategy/Actions</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteria</b>
Appropriate use of specialist equipment/resources to benefit children with SEND to achieve greater access to the curriculum	SENCo DH	Specific Touch Typing programmes Laptops loaded with specific programmes, such as 'Wordshark', 'Numbershark' and 'Dynamo Maths'. IDL, Toe by Toe	Specialist equipment/ resources as listed	In place and ongoing	Increased access to the curriculum for children with a range of Special Educational Needs or Disabilities

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		<p>Enlarged texts on ipads and laptops for children with VI, through 'Load to Learn' programme</p> <p>Range of APPs on ipads to support children to learn phonics, develop social skills etc.</p> <p>'Clicker 6' programme to support writing development</p> <p>'Switch it Maker' to make a range of personalised books and videos</p> <p>Coloured overlays for children with dyslexia or visual difficulties</p> <p>Pre-braille resources for children with visual impairment</p> <p>Abbey Reader to modify texts.</p> <p>Speciality shaped pens/pencils and pen grips for children with fine motor difficulties</p> <p>Posture packs purchased to support children with hypermobility.</p> <p>Sensory equipment purchased to run daily sensory circuits and improve concentration within the classroom.</p> <p>Sensory materials purchased. (Weighted blankets, weighted jacket, ear defenders)</p>			
All extra-curricular activities and clubs, including school journey, are planned to ensure the	HT SENCo PE Leader	Review all out of school provision to ensure that activities are conducted in an inclusive environment with providers that comply with all current legislative requirements		ongoing	Increased access to all school activities for all pupils with SEND

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participation of all pupils		<p>Risk assessments conducted before the visit or club starts.</p> <p>Information of children’s dietary and medical needs is sent prior to the visit to ensure adjustments can be made.</p> <p>Children with anxiety or difficulties with change are given social stories and in some cases visit the site beforehand in preparation for their trip.</p>			
<b>Improving the Physical Access</b>					
<b>Priority</b>	<b>Lead People</b>	<b>Strategy/Actions</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteria</b>
Improvements to help the visually impaired	Premises manager (PM) HD	<p>External playground equipment, furniture, tyres, wooden posts etc. highlighted in yellow paint</p> <p>Contrasting non-slip grip fitted to all stairs</p> <p>Signs to be placed at child’s eye level</p>		By November 2023 following redecoration.	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improve signage on Wheelchair and unisex toilets to include transgender pupils.	PM HT	<p>Put new signs on the toilet doors.</p> <p>Hall : wheelchair accessible.</p> <p>Staff toilets to be altered to unisex symbol</p>	Built into maintenance budget	Ongoing with new facilities	All children feel have access to the facilities.
Review the suitability of the changing facilities in the main school and the Nursery	PM HT Senco	<p>Maintain current arrangements for changing children as required</p> <p>Discuss with staff any concerns regarding the facilities.</p> <p>Look at alternative options if required.</p> <p>Review the shower cubicle on the first floor and the changing facilities in the Early Years.</p>	Built into maintenance budget	In place and ongoing	The changing facilities in school are improved. They provide the space and privacy required for children.

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		Improve Nursery adult storage facilities. Kitchen and Adult bathroom.			
Access into school and reception area to be fully compliant	PM HT	Maintain entrance and exit systems, and clearly marked ramps and signs to the reception area. Parents provided with meetings on the ground floor if required.		Ongoing review & improve	Entrance and exit to school and office is wheelchair accessible
Improve the quality of provision at lunchtime for children with specific special needs	Parents SENco HT	Continue to provide a quiet area at lunchtimes where children who are effected by over stimulation can receive supervision appropriate to their needs. "The Private Café" Continued use of the Peace Garden in Summer and explore a quiet room within the school during the winter. Seek advice from ASD outreach and Senco's in the cluster. Explore options for use of BASC Room for lunchtime play.	Staffing Equipment bought as needed. Available space	Maintain	The school experience enhanced for children with specific special needs Children have a clear alternative provision when required.
Maintain safe access around the external areas of the school	PM HT	Ensure that pathways are kept clear of litter and vegetation.	PM time	In place and ongoing	All children able to move unhindered and safely along exterior pathways
All children are able to safely exit the building in an emergency.	SENCO HT	Children with mobility requirements will have a Personal Evacuation Plan in place to ensure a swift and safe exit to the building if required.	Time to develop plan and rehearse actions.	As required with new children as they enter school.	Children with issues related to mobility are able to safely exit the building in an emergency situation.

*This Action Plan is reviewed on an ongoing basis as needs require.*