



Curwen Primary School
Together Everyone Achieves More

Accessibility Plan
Spring 2019

Objective	Task / Action	Led by	Resources	Success Criteria
<p><u>Curriculum</u></p> <p>1) To ensure maximum inclusion possible for pupils in protected groups.</p> <p>2) To maintain present high levels of learning opportunities for pupils in protected groups.</p> <p>3) To ensure that all homework assignments are accessible to pupils in protected groups.</p> <p>4) To ensure all educational visits have had reasonable adjustments made to allow pupils in protected groups to have access where appropriate.</p>	<p>Ascertain which curriculum these pupils are on. If working below their year group's curriculum, discussion takes place at PPMs, and support is put in place through resources/staffing/differentiation. The aim is that pupils remain in class as much as possible alongside their peers.</p> <p>Ascertain areas that might have a restricting influence upon the learning of these pupils. Put relevant support/planning/resources in place. Share good practice with staff.</p> <p>Monitor samples of homework assignments to establish compatibility with the needs of pupils in protected groups. LSTs to provide relevant homework for the pupils in their groups</p> <p>Ascertain the issues that may be a barrier to access. Arrange specific staffing, equipment, and transport to ensure these pupils attend trips alongside their peers.</p>	<p>Phase Leaders SENCo</p> <p>Phase Leaders SENCo</p> <p>SMT SENCo</p> <p>Phase Leaders H& Safety Lead SENCo Class teachers</p>	<p>Meeting time with teaching staff. Annual Reviews. Key Worker meetings with parents. Vulnerable Children Meetings.</p> <p>Meeting time with teaching staff. Annual Reviews. Key Worker meetings with parents.</p> <p>Meeting time with teaching staff. Include this issue in Annual Reviews for HNF pupils. Home/school communication books</p> <p>Relevant forms of transport Wheelchair if needed Pre-preparing pupils for trips Visual stimuli to support Ear defenders if noisy</p>	<p>Children in protected groups are enabled to participate in all curriculum areas</p> <p>The learning opportunities for children in protected groups are appropriately continued.</p> <p>Children in protected groups continue to be able to complete all homework assignments.</p> <p>Children in protected groups are able to attend a range of educational visits</p>

<p><u>Attitudes and participation</u> 5) To ensure extra-curricular clubs are accessible to pupils in protected groups.</p> <p><u>Employment</u> 6) To improve the accessibility of some INSET courses for members of protected groups.</p> <p>7) To improve the working conditions for members of protected groups</p> <p><u>Environment and other policies</u> 8) To ensure mobility in the classroom for pupils in protected groups.</p>	<p>Liaise with leaders of after school clubs to maintain accessibility for pupils in protected groups. Provide additional staffing if need be.</p> <p>Identify staff members with disabilities. Investigate types of courses that might be problematic. Make reasonable adjustments to overcome problems.</p> <p>Identify staff members with disabilities /medical issues Investigate specific resources needed Make reasonable adjustments to roles Draw up care plans</p> <p>Examine the school building to ensure considerations for pupils from protected groups, and especially disabled children, are current. .</p>	<p>After – school Clubs Co-ordinator SENCo</p> <p>Health and Safety Coordinator</p> <p>Health and Safety Lead</p> <p>SENCo</p>	<p>Meeting time between After – school Clubs Co-ordinator and SENCo</p> <p>Meeting</p> <p>Meeting Liaise with Occupational Health if need be Order specific equipment</p> <p>H & S Manager DHT</p>	<p>All staff develop their practices to increase opportunities for children in protected groups to participate in extra-curricular activities.</p> <p>Staff in protected groups are able to attend INSET courses appropriate to their needs.</p> <p>Staff in protected groups are able to carry out daily tasks with ease</p> <p>The physical environment of classrooms, and the rest of the school, is conducive to freedom of movement on the part of pupils from protected groups and specially disabled children.</p>
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