



Eythorne Elvington Primary School
Accessibility/Disability Equality Plan
2021 - 2024



<u>Target</u>	<u>Current practice</u>	<u>Success Criteria</u>	<u>Actions to be taken</u>	<u>Completed by</u>	<u>Monitored by</u>
<u>Curriculum Accessibility</u>					
<p>Including a variety of teaching styles and approaches</p> <p>Continuing to develop teaching and learning</p> <p>Developing behaviours for Learning</p>	<ul style="list-style-type: none"> Using guidance from Mainstream Minimum Core Standards for all Learners, as directed by the Local Authority, ensure that quality first teaching strategies used throughout the school with induction/ emphasis/ support for new staff. Effective provision mapping undertaken by class teachers and impact measured Independence and motivation of learners as focus on provision. 	<ul style="list-style-type: none"> Children are taught the strategies to take control of their own learning – check working practices throughout the school Rigorous evaluation of provision targets Intervention has impact in terms of progress Children have support that emphasise independence and self-esteem. 	<ul style="list-style-type: none"> Training for Teachers on revised 2021 LA Mainstream Minimum Core Standards Training for TAs (Covid restrictions mean a later date) Teaching approaches are adapted to suit the needs of all learners Further training on effective deployment of support staff including interventions undertaken by SENCO Use Provision map targets to monitor intervention targets. 	<p>Term 4 2021 – webinar for teachers took place March 2021</p> <p>Term 6</p> <p>Term 5 2021</p> <p>March 2021</p>	<p>SENCO</p> <p>SLT</p> <p>SLT</p> <p>Inclusion Leader</p>
<p>Identifying and addressing potential barriers to learning for vulnerable groups.</p>	<ul style="list-style-type: none"> Dyslexia and ASD friendly approaches to continue. Emphasis on classroom support for children with poor Working Memory or poor language. Focus on additional support/resources Disadvantaged children using PP money to allow higher ratios of adults in classes. Use of a variety of strategies to differentiate including a range of resources and ICT as part of a differentiated approach Class observations to ensure that needs of all pupils are being effectively met Pupil progress and target setting meetings ensure all children have aspirational target regardless of specific needs. This is rigorously monitored through Pupil Progress meetings. 	<ul style="list-style-type: none"> Children able to engage, participate and achieve regardless of their individual needs Gap between disadvantaged and non-disadvantaged pupils will be diminished Children are taught the strategies to take control of their own learning Staff apply the correct standards to meet the needs of all learners. 	<p>Teachers given information and guidance on how to support children with poor working memory and poor auditory memory.</p> <p>Class observations to include specific focus on disadvantaged children as well as SEN</p> <p>Pupil Progress and Provision Review meetings will ensure that any gaps in learning are appropriately targeted</p> <p>Re visit with all staff – expectations regarding positive learning</p>	<p>2021 - 2024</p>	<p>SENCO</p> <p>SLT</p>

			behaviours linked to emotional regulation support. Use of Inspire Fund for PP children to access clubs.			
<p>Effective use of all adults</p> <p>Teaching Assistants having a positive impact in terms of progress on all children</p>	<ul style="list-style-type: none"> Teaching Assistants keeping comprehensive and manageable data for the children they are working with Quantitative Qualitative Data is used to inform and identify interventions Year group provision ensures allows for effective use of adults Teachers provide guidance to Teaching Assistants to support learning and create a stimulating learning environment Regular targeted training to ensure appropriate strategies are being used by all. 	<ul style="list-style-type: none"> All Teaching Assistants meet the TA standards All interventions have an impact, are monitored and evaluated Consistent approach to provision across the school to ensure maximum impact All support from TAs leading to improved standards and progress of children they work with. Improved communication between teachers and TAs. Effective in class support and development of learning. 	<p>Monitor:</p> <ul style="list-style-type: none"> Interventions Provision maps Children's books Learning walks(classroom environment) <p>Staff to attend training as relevant, to increase the progress of the children they work with.</p>	At key points 2021 - 2024	<p>SENCO</p> <p>SLT</p> <p>Class Teachers</p>	
<p>Increased Knowledge of Autism Spectrum Disorders, ADHD, Irlen Syndrome and Dyslexia</p>	<ul style="list-style-type: none"> School following the Mainstream Core Standards Specific staff to have targeted training. Teachers and TAs liaise with external professionals as required Detailed transition arrangements in place for specific children eg. Handover information meetings between staff, parents and relevant professionals. Update transition meeting with SENCO for staff after the first couple of weeks Appropriate assessment arrangements Monitoring of classroom environment and use of adapted materials and equipment including use of continuous provision. Feedback sheets given following class observation. 	<ul style="list-style-type: none"> Barriers to learning reduced for children with Autism, ADHD and Dyslexia in the school. <p>Children's needs are met appropriately despite a change of teacher or school.</p> <ul style="list-style-type: none"> TAs given time to read through relevant notes on children at the start of a new year. Children are able to achieve their potential. Learning is more accessible to all. 	<p>Updated training for all staff</p> <p>Evidence on provision plans/maps to show that recommendations have been acted upon</p> <p>Time table transition events including TA meetings</p> <p>Produce an access arrangements table for Kent test and Key Stage 2 SATS detailing which children require special arrangements or additional time</p>	As required 2021 - 2024 3 x annually	SENCO	

		<ul style="list-style-type: none"> All needs are being catered for using appropriate strategies including during formal assessments 				
Increased awareness of Emotional Literacy for Staff, Children and Parents	<ul style="list-style-type: none"> Whole school using the Jigsaw package to teach PSHCE Specific children identified for additional emotional support work. Increase parental Awareness through section on website, federation parent coffee sessions and open communication with teachers. Parents are supported and signposted to relevant organisations in the event of relationship difficulties, loss of family members or parenting issues. Use of the Boxall Profile to identify and support SEMH needs. 	<ul style="list-style-type: none"> Children more aware of feelings and emotions, able to express themselves. Improved self-esteem and social skills. Class ethos and cohesion improved and positive relationships developed. Parents feel they are able to approach the school if they have concerns or need advice. Parents able to have regular support for family issues. Children feel that they have someone/ place to go to if they need help to work through any conflict/friendship issues Move to online version of Boxall Profile to be able to screen whole classes. 	<p>Monitor Jigsaw sessions throughout key stage 1 and 2</p> <p>All SLT to look at the referral process to Early Help</p> <p>Staff to take notice of any children repeatedly looking unhappy or alone on the playground – report to teacher or SLT.</p> <p>Added to SEND budget from April 2022</p>		<p>SENCO</p> <p>SLT</p>	
Provision of scribe/reader in test situations.	<ul style="list-style-type: none"> Staff trained to give appropriate support in tests. Adapted environment /material/ levels where suitable. Reminders of flexible arrangements to be given before each raft of assessments. 	<ul style="list-style-type: none"> Achievements in specific tests related to cognitive ability rather than literacy level. 	Remind staff of access arrangement or special adjustments before each set of assessments	At Key assessment points	SLT	
Improve basic skills for children with SEN	<ul style="list-style-type: none"> Additional TAs from HNF provide group support work in Speech and Language, Dyslexia and Lego Therapy <p>Some children have been identified with Irlen Syndrome – SENCo is a trained screener.</p>	<ul style="list-style-type: none"> Early Identification and improved results for children in monitored groups. <p>Children able to achieve despite their additional needs</p>	<p>Foundation stage children identified with Speech and language needs will be targeted for small group support.</p> <p>Assess children presenting with symptoms associated with Irlen.</p>	2021 - 2024	SENCO	

	Continued use of Language Link and Speechlink.	Language Link Junior to be added to SEND budget.	<p>Ensure children identified with Irlen have adapted materials. Update staff knowledge and understanding of Irlen</p> <p>Identify and assess (using Junior Language Link) children in Key Stage 2 who may have language issues that are impacting on their progress.</p> <p>Provide staff and parents with information to support and develop children's identified, specific language needs</p>			
<u>Physical Accessibility</u>						
<u>Physical Accessibility</u>	Need to ensure that children with mobility issues or broken limbs are appropriately supported and adaptations made eg. access to ICT	Children are able to access the curriculum and remain included in school life.	<p>Risk assessments completed for children with broken limbs before they return to school</p> <p>Risk assessment completed for Children with mobility issues before a trip or for a special activity ie. swimming or Farm School</p> <p>Liaison and advise given ,as required by Specialist teacher for Physical Impairment – Kate Hebson</p>	Ongoing	All staff	
Physical environment to suit individual needs.	<p>Consideration given to accessibility for some children relating to the physical environment ie. Height of pegs, table and chair height, use of writing slopes, weighted cushions, trampettes, position in class, lighting, screen colour, ear defenders, quiet areas in class</p> <p>Ensure adaptations in place for child in KS1 with Cerebral Palsy as they move into KS2.</p> <p>Safe space identified for children with behaviour support plans when in 'flight' mode.</p>	<p>Barriers caused by environmental issues reduced. Increased access to the curriculum and physical environment</p> <p>Children benefit from fresh air and calm distraction free space.</p> <p>Children have more opportunities for outdoor learning.</p>	<p>Work with 'Property' to adapt KS2 class for child with CP</p> <p>Add fence around KS2 playground to help children feel more secure.</p>	<p>Adaptions to be completed by September 2022</p> <p>ASAP – completed April 2022.</p>	<p>SENCO, Head, Site Manager</p> <p>Head</p>	

Physical environment to suit children with medical needs.	Consideration given for children with medical needs such as diabetes, stoma bag etc to have somewhere away from their peers to attend to their needs.	Consider building of a disabled toilet &/or care suite.	Work with 'Property' to look into feasibility and financial implications.		SENCO with support from STLS PD team.	
Provision of Information						
To ensure parents are participants in their children's learning.	<p>Most parents have parent mail providing information on term dates, newsletters and upcoming events.</p> <p>Parent/teacher consultations, SEN p-d-r meetings three times a year for children with SEN, Transition meetings in term 6 for vulnerable learners.</p> <p>SEN inclusion section on website to inform parents of various policies, procedures and associated information</p> <p>Use of Tapestry across the school so parents are able to see what their children have been doing at school.</p> <p>Consideration given to the fact that some parents of children with EAL or with reduced literacy skills, might need support with reading or completing paperwork.</p> <p>Federation Inclusion Letters and termly coffee sessions for parents with guest speakers to talk about different areas of SEN.</p>	<p>Parents kept up to date, informed and consulted on issues involving their children.</p> <p>Parents are able to work in partnership with the school in methods to support their children's learning.</p> <p>Parents are able to talk to their children about what they have been doing in school.</p> <p>Parents are able to support their children's learning at home.</p> <p>Approach to reading is consistent throughout the school.</p> <p>Parents of children with EAL feel informed, less isolated and able to participate in school life</p>	<p>Questionnaire to be sent to parents of children identified with SEN and PP children</p> <p>SEND section of website to be parent/user friendly.</p> <p>Office staff provide face to face contact Follow up phone calls to ensure information has been understood</p> <p>All parents informed of coffee sessions, parents of SEND given personal invitations.</p>	<p>Spring 2022</p> <p>March 2021</p> <p>October 2021 onwards</p>	<p>SLT</p> <p>SENCO</p> <p>SENCO</p>	