

## ROSEGROVE INFANT SCHOOL ACCESSIBILITY PLAN

**2016-2019**

***To improve access to the physical environment:***

Rosegrove Infant School provision overall is good despite restraints with regard to the physical environment.

We have a wide range of equipment and resources available for day to day use and keep resource provision under constant review. To meet individual, specific needs, provision will be adapted when pupil's needs are known.

We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of equipment or investment in building works.

<b>Target</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
To ensure that all monitoring and actions are reviewed by Governing Body	To evaluate and review this plan To evaluate the attainment and progress of all vulnerable groups	Termly with full review and update completed in Summer Term 2016	Headteacher SENco Governors	Governors are fully informed of provision and progress towards targets in Accessibility Plan. Information is shared on the school website
To ensure that the physical environment of school remains attractive and engaging for all, supports learning and celebrates pupils success	The school will take account of pupils needs when planning and undertaking future improvements to the building such as improved access, lighting, colour schemes and fittings. Literacy and Maths Working Walls supports learning for all pupils. Visual Timetables used for specific pupils.	On-going	Senior Leadership Team SENco	Learning Walks and environmental checks show that all aspects are at least good.

	HFW displayed in classes			
Pupils with medical needs are fully supported	Uphold Administering Medicines Policy Changing area for pupils with toileting needs to be provided	Autumn Term 2016	Head Teacher SENCO	Pupils requiring medication can safely be in school and their needs managed well Pupils with toileting needs will be cared for and staff supported appropriately
To be aware of access needs of pupils, staff, governors, parent/carers and visitors	Create access plans for individuals as needed Be aware of staff, parent/carer, visitors needs and meet as appropriate	As required	Senior Leadership Team	Needs will be met
To ensure that all pupils with mobility issues can be safely evacuated	Emergency Plan reviewed	Autumn Term 2016	Head Teacher Governors	In place All staff and pupils successfully evacuated during fire and other evacuation procedures.
Consider the wider physical environment in which teaching takes place.	Investigate other venues and confirm that physical access is suitable e.g. Forest School, local parks used for orienteering	Ongoing	Key Stage Leaders PLT	All pupils able to access off site education
Educational visits to be accessible to all	As required		Educational Visits Coordinator/Head Teacher	EVOLVE forms and Risk assessments completed prior to visits taking place. All pupils in school access educational visits and a range of activities.

***To increase the extent to which disabled pupils can participate the school curriculum:***

It is the core value of the school that all pupils are able to participate fully in all aspects of school life. Consequently, all children have always been permitted to attend age relevant after-school clubs, leisure and cultural activities and educational visits.

Improving teaching and learning is our key objective and enables us to reduce and eliminate barriers to pupils learning.

Teachers at Rosegrove Infant School plan and deliver good/outstanding lessons. Planning is well differentiated to take account of individual/group needs of all pupils including those with disabilities. High expectations are clearly evident throughout the curriculum. Each year Subject Leaders develop Action Plans which become part of the School Development Plan.

It is the role of the Special Needs Coordinators (Mrs Stewart & Mrs Ashworth) to co-ordinate training, liaise with outside agencies and provide advice to staff.

<p>need additional/different provision</p>	<p>to establish needs of new intake</p> <p>Identify specific needs through Pupil Progress Meetings</p> <p>Seek advice from Specialist Teacher</p> <p>Nurture groups continue to take place in school</p>	<p>Termly</p> <p>On-going</p>	<p>Senior Leadership Team</p> <p>Headteacher SENco Family Support Worker</p>	<p>and support in place for September intake</p> <p>Pupils individual needs identified and support put in place</p> <p>Pupils will have the skills necessary to make appropriate progress</p> <p>Staff working closely with Family Support Worker Nurture provision removes barriers to learning for pupils</p>
<p>Collaboration and sharing between school and families</p>	<p>Maintain close liaison with parents/carers</p>	<p>On-going</p>	<p>All staff</p>	<p>Clear collaborative working approach. Families feel well supported</p>

Raise attainment and narrow any gaps in attainment that may exist	Monitor attainment of all vulnerable groups	Termly	Headteacher SENco ClassTeachers	Assessments show clear steps and progress being made. Gap between vulnerable groups and others continues to close.
Opportunities for children to see positive role models with disabilities	Continue to purchase materials that portray positive images of people with disabilities	On-going	PSHE Coordinator Class Teachers	All members of the school community have a positive attitude towards those with disabilities.

***To improve communication between school and pupils, parent/carers:***

Currently we share information with parent/carers via newsletters, letters, school website and text message.

School operates an open door policy to enable parent's/carer's to discuss their children with members of staff on a regular basis.

<b>Target</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
To ensure that staff are fully aware of pupils needs and interests	All About Me profiles completed with parents carers for pupils with Statements (EHC Plan)	On-going	SENco	Sharing of information leads to pupils needs being fully met
CAF completed and TAF Meetings take place for identified families	Common Assessment Form completed with families Regular meetings take place to review family's needs and support that can be provided.	On-going Every 6 weeks	Family Support Worker	Families and pupils feel better supported by school and other agencies.

To provide parents/carers with information and skills to enable them to better support pupils at home	Year Group Welcome Meeting	Annually from 2013/2014 and at the start of every school year	Class Teacher	Parents' knowledge about the curriculum and expectations in each year group. Home school agreement signed annually
	Work Together Wednesdays for Reception parent/carers	Spring 2013 and then annually	Foundation Stage Leader	New parents given information that will enable them to help their children at home and to understand what learning looks like in school.
	Parents Evening	Autumn and Spring Term	Senior Leadership Team Class Teachers	Parents/carers have more opportunity to discuss their child's progress with their class teachers.
	Year Group Family Assemblies	At the end of every half term beginning in 2013/14 <b>Continues</b>	Class teacher	Children enjoy sharing their learning with members of their family. Parents have more opportunity to see their children's work.
	Deliver parenting programmes to parent/carers e.g. Solihull/Incredible Years/Freedom Programme	Ongoing	Family Support Worker	Parents/carers able to help their children overcome specific barriers to learning and enable them to make progress.

	Deliver a range of courses to parent/carers through Lancashire Adult Learning	Ongoing	Family Support Worker Key Stage Leaders	Parents/carers can support their children's learning at home.
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