

Hempshill Hall Primary School
Disability Access Plan
September 2018 - July 2019

Increasing pupil participation in the school curriculum

Provision and strategies already in place:

- ✓ school clubs, sporting, cultural activities and school visits are accessible to all pupils including pupils with identified barriers to learning and participation. Actions include: risk assessment, provision of additional support and/or resources
- ✓ the school makes full use of a range of LA support services, health professionals and the community
- ✓ the school SENCO attends LA SENCO Networks and P6P SENCO groups to keep abreast of new ideas/sharing of good practice
- ✓ 'P' level descriptors in use for pupils experiencing barriers to learning and participation across all stages.
- ✓ **PIVATs** (5th Edition) used to measure small steps of progress for children with SEND
- ✓ Class Intervention Provision Maps and Individual Target Sheets in place for all pupils receiving SEN Support. Pupils with a high level of need have individual Provision Maps.
- ✓ Wider Opportunities music programme - Y4
- ✓ Film and Drama experiences for all (Theatre performances, Adam Pepper film making days/mini projects)
- ✓ The school makes use of signs and symbols in a variety of ways including visual timetables and curriculum resourcing
- ✓ Pupils are supported in a variety of ways to ensure access to a broad and balanced curriculum
- ✓ Educational visits

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short-term	<ul style="list-style-type: none"> Continue to support T.As in assisting pupils with S.E.N. to more fully access the curriculum 	Ongoing training by our specialist TA and the I.E.S. on strategies for teaching children with A.S.D,MLD, SEMH, SpLD	All children fully supported	Ongoing- new timetable of training opp's shared in Sept	In-house training and refreshers offered to staff + Outside providers
	<ul style="list-style-type: none"> Implement signs & symbols to help children with communication & learning difficulties and accessing the curriculum 	Training to be given for TA/teachers with children with HLN	Signs & symbols around school Visual timetables	Autumn 2018	Signs and Symbols training provided by SALT. Packs given to phase groups
	<ul style="list-style-type: none"> Develop tracking systems for children on SEN Register 	SENCO/Assessment Coordinator monitor children's progress and analyse the needs of all children on the register - consider whether needs are SEN or could be met through quality first teaching	Children will make the best possible progress		Senco tracking progress of children with SEND termly

Medium-term	<ul style="list-style-type: none"> To ensure Child Friendly targets are SMART and evaluated clearly for each child Targets are reviewed termly and shared with parents 	SENCO to support staff, train new staff	All targets pertinent and shared Parents fully involved	On-going	Targets are reviewed termly. Support given to provide SMART targets. (Senco, OA, AET framework) Staff not consistent in keeping records up-to-date. (SENCO chases this up)
	<ul style="list-style-type: none"> To ensure that all staff identify the next steps in learning to ensure all pupils make the best possible progress 	Use of PIVATS 5, AET framework, Support from SENCO, IES if necessary	More children make good or better progress	Spring 2018	Use of recognised interventions aid assessment, AET framework and OA offer support
Long-term 2018-19	<ul style="list-style-type: none"> Whole school uses recognised, tried and tested interventions to support children with SEN Signs & symbols around school and use of visual timetables more widespread 	<p>Teachers and TA's share skills and knowledge of interventions. Interventions used strategically across the school, using TA's to pull in children from across year groups e.g. Write from the Start, Active Literacy, Precision Teaching, 5 Minute Boxes etc.</p> <p>Increase number of signs and symbols displayed across the school.</p>	P6P sharing best practice, refresher training RB/CG/TA's with expertise Interventions timetabled for 1 hour each day (PM)	On-going Based on need	<p>Signs and symbols training accessed by TA's packs offered to phase groups (based on need)</p> <p>Increased use of tried and tested interventions - summary of interventions available provided</p>

			Teachers & T.A. use signs & symbols confidently		by Senco
			Teachers and TA's use wide use of teaching methods (multi- sensory approaches)		

Improving the physical environment

Provision and strategies already in place:

- ✓ all play areas are ramped and accessible by wheelchairs/pushchairs
- ✓ there are no steps in the internal buildings and there are wide routes through the equipment in play areas
- ✓ every classroom is carpeted and fitted with blinds
- ✓ doorways are wide enough for wheelchairs/pushchairs
- ✓ disabled toilets and changing rooms are in place
- ✓ doors are locked to keep children safe - especially those with disabilities

The school already supports pupils with significant barriers to learning and participation with difficulties in the areas of: learning, communication and interaction, physical, hearing and behaviour

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short-term	<p>To remove wall from quiet area in KS2 playground</p> <p>New toilets in Yr4 area</p> <p>Key Fobs will be used for entry to key areas of the school</p>	<p>Work to be completed over summer holidays</p> <p>Access to wider school and confidential materials will be restricted</p>	<p>Access to play areas will be improved</p> <p>Children will have access to toilets from outside</p> <p>There will be improved security around school</p>	Autumn 2018	Achieved
Medium-term	<ul style="list-style-type: none"> • To develop the new Lily Pond area 		<p>All pupils will have outdoor multi-sensory learning experiences</p>	Spring 2019	Achieved

Long-term	School to have an additional hall	Additional funding needed	Increased opportunities for whole school experiences/activities Improved and increased access to extra-curricular activities/enrichment	2019-20	
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Improving the delivery of information

Provision and strategies already in place:

- ✓ All information to parents/carers is jargon free and non-threatening
- ✓ If needed, the school will use a range of interpreters
- ✓ The school has a policy of open access to parents/carers. Staff are easily available for discussing concerns
- ✓ Half-termly newsletter on coloured paper at beginning of half-term detailing information for the term
- ✓ Parents Open Evening early in Autumn Term to inform parents of class procedures

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short-term	<ul style="list-style-type: none"> • Pupil Voice to be improved 	School to consider approaches for improving pupil voice, work closely with other schools including the P6P.	Pupils will be able to take part in decision making regarding their learning/activities	Spring 2019	Not yet achieved
Medium-term	<ul style="list-style-type: none"> • Parents/Carers/Pupils understand and can access forms 	All forms can be enlarged or translated as necessary	All forms completed accurately by parents	On-going	
Long-term	<ul style="list-style-type: none"> • Parents/Carers to have a voice 	Parent Voice Questionnaire to all parents of children with SEN Parents' Forum to continue	Parents have a better understanding of SEN policy and how their child is	2018/19	Parents' Forum and questionnaire - Summer 2

			supported in school		
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