

Bigland Green Primary School is committed to an inclusive curriculum and increasing access to the school's facilities for all by the following means:

- increasing the extent to which disabled pupils can participate in the school's curriculum;
- improving the physical environment of the school building and the premises, and;
- improving the delivery of information to disabled pupils, which is already in writing for pupils who are not disabled.

According to the Equality Act 2010¹, a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Bigland Green has pupils with a range of disabilities which includes moderate and specific learning disabilities and vision impairment. It has staff, parents and governors who have a range of disabilities including physical, hearing and learning needs.

Below is an audit of existing achievement and/or provision.

1. Curriculum

- a. The headteacher or another member of staff meet the pupil and their family before admission and provide a brief induction. A starter pack is provided and relevant information about the pupil and their learning needs are gathered from their parents and any other sources. This was updated in June 2018 and incorporated the requirements of the GDPR (general data protection requirements).
- b. The school developed a new curriculum in July 2017 which has been reviewed in July 2018. The curriculum is differentiated by task and outcome according to the pupils needs.
- c. Liaison with external services and agencies (physical, sensory, learning, behaviour) which is coordinated by the SENCO (special educational needs coordinator).
- d. Staff are provided with detailed information and asked to provide an induction to the pupil. All new pupils are provided with class-room based induction for two weeks.
- e. Teaching and learning assistants are deployed to cover a range of pupils' learning needs. TA/LSAs are provided with a weekly training session.
- f. Special arrangements made for assessments and tests.
- g. Specialist resources made available to support specific needs (e.g. alpha smart, scissors, rulers, writing slopes).
- h. Parents are invited to support pupils on a voluntary basis where necessary. The school has three designated days each week when parents are invited to the classrooms to read with their children.
- i. Specialist teachers provide learning and pastoral support.
- j. The school has a specifically designed mentoring project for selected pupils in Year 1 and in Year 6. The mentoring is mainly conducted by staff members from across the school.

¹ <http://www.legislation.gov.uk/ukpga/2010/15/section/6>

2. Physical

Main Building (FS, KS1 & KS2)

- a. Wheel chair access with able bodied support.
- b. Wheel chair access via front entrance to school corridors, hall and all classrooms on ground floor. Upper floor accessible using the lift.
- c. Audible fire alarm.
- d. Hall curtained to improve acoustics.
- e. All year groups have a small group room for 1:1 support.
- f. Medical room.
- g. Hand railing provided all around the school.
- h. School library and PAL Space (parents and adults learning space) have good wheel chair access.
- i. Wheelchair access to the dining hall.

External

- a. Wheel chair access with able bodied support in both playgrounds.
- b. Wheel chair access with able bodied support to the school garden areas.
- c. Wheel chair access with able bodied support to the school's sensory room (The Rainbow Room in the school playground).

3. Access to written information

- a. The school has suitable computer software to support learners with reading difficulties.
- b. It has a visualiser in every classroom which can be used for enlarging texts and images.
- c. The school library has large font and easy read texts to improve access.
- d. Signages (accompanied by pictures as appropriate) around the school are accessible to all.

4. Action plan

The action plan which follows was developed through an evaluation of the previous plan. A number of consultations involving different stakeholders were held to support the review and evaluation of the previous plans. The consultations included the following:

- Consultation with the pupils (school council)
- Consultation with parents – carried out by the Parental Involvement Officers
- Consultation with teachers
- Consultation with support staff
- Consultation with selected pupils with SEN and their parents

1. Curriculum accessibility

Aim(s)	Resources	Activity	Recipients	Timescale	Outcome	MER lead
1.1 To increase the staff confidence and expertise about how to enable disabled pupils to fully participate in the school's curriculum	Staff Development budget	<ul style="list-style-type: none"> ▪ Specific training in speech and language support ▪ Training in VAK & learning style learnings ▪ All staff to receive disability training ▪ Continue the development of the common language 	All Staff	Start from Autumn 2018	More staff confident to support individual pupil's needs	HT ² and CoG
1.2 To set suitable learning challenges for all pupils	Common language curriculum	<ul style="list-style-type: none"> ▪ Adults deployed according to the needs of pupils ▪ Provide effective training ▪ Pupils follow differentiated and challenging activities ▪ Purchase additional resources(sensory type) 	Selected pupils	Each term	All pupils have relevant targets according to their needs. Resources are purchased used effectively. Work is differentiated in pace, style and content.	SENCo
1.3 To respond to pupils diverse learning needs and overcome potential barriers to learning	SEN, Pupil premium	<ul style="list-style-type: none"> ▪ Making effective use of Common Language Curriculum for teaching and learning ▪ Seek relevant advice to enhance curriculum for pupils with a learning need ▪ Regular pupil tracking to identify pupil's needs and allocate resources ▪ Curriculum policies to be updated in respect of inclusion issues ▪ Effective forms of communication to be used to inform parents and others 	All Pupils	All year round Once a term Review dates On request	A broad range of teaching styles and strategies are observed in lessons. Improved access to learning for all pupils throughout school. Enhanced pastoral support for specific pupils. Policies reflect the inclusive practice. Parent survey completed annually on pupils' learning.	SEN governor + SENCO

² HT=headteacher; SEN=special educational needs; VAK=Visual Auditory and Kinesthetic; CoG=Chair of governors; CT=classteacher; MER=monitoring, evaluation and review

Aim(s)	Resources	Activity	Recipients	Timescale	Outcome	MER lead
1.4 To make effective and accurate assessments of individuals and groups of pupils	Assessment materials & test papers	<ul style="list-style-type: none"> Half-termly pupil progress meetings for all pupils PiXL tests for Key Stage 1 and 2 SATs tests for Years 2 and 6 Target Setting for all pupils 	All pupils	Half-termly Summer Each term	Pupils achieve at their level. Up-to-date assessment data available for all pupils which is used effectively to ensure good or better progress.	AHTs
1.5 To involve pupil in target setting and IEP's	Target setting materials	<ul style="list-style-type: none"> Pupils involved in target setting with teacher Pupils attend PCAR³ and/or other SEN meeting as appropriate to take part in sharing their success/achievement 	Targeted pupils SEN pupils	Termly Annually	Pupils know, understand and achieve their targets	SENCO
1.6 To introduce playground buddy system to support vulnerable and newly arrived pupils	Playground signs Training and induction for identified buddies	<ul style="list-style-type: none"> Newly arrived pupils will be paired with an existing pupil for 1/2 weeks Year 6/5 pupils will take leadership role to look after vulnerable pupils at playtime. (This could be due to a temporary disablement e.g. broken leg) 	Newly arrived pupils Vulnerable pupils Pupils with SEN	From Sept 2018 When a new pupil arrives When a vulnerable pupil is identified	Newly arrived pupils settle quickly. Everyone enjoys school life.	Learning Mentor
1.7 To make available computing resources which enhance pupils' learning	iPad, cameras	<ul style="list-style-type: none"> Use computing and SEN budget to buy suitable resources Train LSAs to make effective use of computing resources to help the pupils with whom they work 	SEN pupils	Termly	Pupil get access to the curriculum	SENCO

³ PCAR=person centred annual review; CT=classteacher; SENCO=special educational needs coordinator

2. Physical accessibility

Aim(s)	Resources	Activity	Recipients	Timescale	Outcome	MER lead
<p>2.1 Progressive planned improvements to the physical environment of the school to improve accessibility</p>	<p>Funding for renovating the playground; and developing the school garden area</p> <p>Donations and fund-raising by parents</p> <p>Devolved capital</p> <p>Delegated budget</p>	<ul style="list-style-type: none"> ▪ Create a disabled parking space next to the PM office ▪ Ensure wheelchair access throughout ground floor ▪ Provision of external & internal ramps for access around site (classrooms and hall) ▪ Classroom environment clearly labelled and organised ▪ Colour contrast for door architraves and handles ▪ Provide height adjustable furniture for specific pupils ▪ Cooking facilities to be accessible to all ▪ Good maintenance of the sensory room ▪ Tea-boiler need to be adjusted according to the wheel chair person level ▪ Interactive white boards need to be lower in some of the classes. 	<p>Persons with PD</p> <p>All users of building</p> <p>Deaf & visually impaired pupils and members of staff</p> <p>Disabled staff & pupil</p> <p>Wheel chair user</p> <p>Pupils</p>	<p>November 2018</p> <p>Annually</p>	<p>Wheelchair access to the whole ground floor.</p> <p>Disabled toilet available in the Study Centre.</p> <p>Complete ramps in use.</p> <p>Improved accessibility for specific children.</p> <p>Improved accessibility for pupils and adults in wheel chairs.</p> <p>Improved accessibility for deaf pupils and members of the staff.</p> <p>Improved accessibility for all pupils and users of the premises.</p>	<p>HT</p> <p>PM</p> <p>AHT</p>
		<ul style="list-style-type: none"> ▪ Renovate the KS2 pupils' toilets on the ground floor (Years 3/4) ▪ Designated 'buggy park' outside the PAL Space for interested parents 	<p>Children</p> <p>Parents and pupils/visitors</p>	<p>Autumn 2018</p> <p>October 2018</p>	<p>Better access to toilet facilities for KS2 pupils</p> <p>Better arrangements for the push chairs and buggies.</p>	<p>PM</p> <p>PM</p>

3. Provision of information

Aim(s)	Resources	Activity	Recipients	Timescale	Outcome	MER lead
<p>3.1 To improve the delivery to disabled pupils (and parents) of information which is provided in writing for pupils who are not disabled.</p>	<p>Advice from physical sensory service and language support service</p>	<ul style="list-style-type: none"> ▪ Improved provision of information ▪ Identify materials ▪ Identify providers of 'translation' services ▪ Information about the school to be made available in large print or on computer disc on request 	<p>Pupils and parents with a disability</p> <p>Parents with a disability</p>	<p>On request</p>	<p>Pupils and parents able to access information in different formats.</p> <p>Register of use of service and satisfaction survey.</p>	<p>Office Manager</p>

Consultation on the plan

All staff members to have opportunity to comment on the draft plan. Bring main items of plan to School Council meeting for discussion. Seek views from parents and carers on the draft plan. Discuss with governors on curriculum or resources committee.

Publicise the plan

Refer to plan in Annual Governors' Report to Parents during Autumn 2018. Ensure the full plan is available on request in a variety of formats (large print and electronic).

Implementation

Implement the plan by allocating adequate resources in the School Improvement Plan.

Evaluate the plan

Consider:

1. Are disabled pupils and their parents satisfied with the provision made for them?
2. What are the evidence of increasing involvement of disabled pupils in the full life of the school?
3. Are there observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs?
4. Is there an improvement in pupils' achievement in the main curriculum areas?
5. Is there progressive improvement to the physical environment of the school?
6. Is information for pupils available in a range of formats?

Ensure the future of the plan

The plan should become less of an independent strategy and more of a thread running through all the school's plans and policies including:

- Plans related to capital works and premises management
- Curriculum development are linked to the plan
- Staff training and associated services are intertwined with the plan

Date approved	Signature	Review date
September 2018		Autumn 2021