

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 2010<sup>1</sup>, 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 January 2021 and is compliant with the requirements of the GDPR (general data protection requirements).
- b. The school developed a new curriculum during spring/summer of 2020 which builds on the previous curriculum. The curriculum is differentiated by task and outcome according to the pupils needs. The curriculum has a strong focus on the progressive development of knowledge, understanding and skills.
- 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. The school provides tailored additional support to pupils who are new to the country or the education system until they are able to access the curriculum.
- g. Specialist resources made available to support specific needs (e.g. alpha smart, scissors, rulers, writing slopes).
- h. Parents have the opportunity to read with their child's class four times each week.
- i. Specialist teachers provide learning and pastoral support.
- j. The school has a specifically designed intervention support for all pupils in Years 4 to 6, and for selected pupils in 1 to 3 to ensure full access to the school curriculum.

<sup>1</sup> <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. Signage (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 office admin staff
- Consultation with staff members
- Consultation with selected pupils with SEN and their parents

# 1. Curriculum accessibility

| Aim(s)   | Resources                  | Activity  | Recipients      | Timescale   | Outcome   | MER lead                |
|--|----------------------------|---|-----------------|---|---|-------------------------|
| <p><b>1.1</b><br/>To increase the staff confidence and expertise about how to enable disabled pupils to fully participate in the school's curriculum</p> | Staff Development budget   | <ul style="list-style-type: none"> <li>▪ Specific training in speech and language support</li> <li>▪ Training in VAK &amp; learning style learnings</li> <li>▪ All staff to receive disability training</li> <li>▪ Continue the development of the common language</li> </ul>   | All Staff       | Start from Autumn 2021  | More staff confident to support individual pupil's needs  | HT <sup>2</sup> and CoG |
| <p><b>1.2</b><br/>To set suitable learning challenges for all pupils</p>   | Common language curriculum | <ul style="list-style-type: none"> <li>▪ Adults deployed according to the needs of pupils</li> <li>▪ Provide effective training</li> <li>▪ Pupils follow differentiated and challenging activities</li> <li>▪ Purchase additional resources(sensory type)</li> </ul>  | 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                   |
| <p><b>1.3</b><br/>To respond to pupils diverse learning needs and overcome potential barriers to learning</p>  | SEN, Pupil premium         | <ul style="list-style-type: none"> <li>▪ Making effective use of Common Language Curriculum for teaching and learning</li> <li>▪ Seek relevant advice to enhance curriculum for pupils with a learning need</li> <li>▪ Regular pupil tracking to identify pupil's needs and allocate resources</li> <li>▪ Curriculum policies to be updated in respect of inclusion issues</li> <li>▪ Effective forms of communication to be used to inform parents and others</li> </ul> | All Pupils      | <p>All year round</p> <p>Once a term</p> <p>Review dates<br/>On request</p> | <p>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.</p> | SEN governor + SENCO    |

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

| <b>Aim(s)</b>   | <b>Resources</b>  | <b>Activity</b>   | <b>Recipients</b>  | <b>Timescale</b>   | <b>Outcome</b>   | <b>MER lead</b> |
|---|---|---|--|--|--|-----------------|
| <b>1.4</b><br>To make effective and accurate assessments of individuals and groups of pupils      | Assessment materials & test papers                                    | <ul style="list-style-type: none"> <li>Half-termly pupil progress meetings for all pupils</li> <li>PiXL tests for Key Stage 1 and 2</li> <li>SATs tests for Years 2 and 6</li> <li>Target Setting for all pupils</li> </ul>   | All pupils   | Half-termly<br><br>Summer<br><br>Each term   | Pupils achieve at their level.<br><br>Up-to-date assessment data available for all pupils which is used effectively to ensure good or better progress. | AHTs            |
| <b>1.5</b><br>To involve pupil in target setting and IEP's  | Target setting materials  | <ul style="list-style-type: none"> <li>Pupils involved in target setting with teacher</li> <li>Pupils attend PCAR<sup>3</sup> and/or other SEN meeting as appropriate to take part in sharing their success/ achievement</li> </ul>   | Targeted pupils<br>SEN pupils  | Termly<br><br>Annually   | Pupils know, understand and achieve their targets  | SENCO           |
| <b>1.6</b><br>To embed the playground buddy system to support vulnerable and newly arrived pupils | Playground signs<br><br>Training and induction for identified buddies | <ul style="list-style-type: none"> <li>Newly arrived pupils will be paired with an existing pupil for 1/2 weeks</li> <li>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)</li> </ul> | Newly arrived pupils<br><br>Vulnerable pupils<br><br>Pupils with SEN | From Autumn 2021<br><br>When a new pupil arrives or a vulnerable pupil is identified | Newly arrived pupils settle quickly.<br><br>Everyone enjoys school life.   | Learning Mentor |
| <b>1.7</b><br>To make available computing resources which enhance pupils' learning                | iPad, cameras   | <ul style="list-style-type: none"> <li>Use computing and SEN budget to buy suitable resources</li> <li>Train LSAs to make effective use of computing resources to help the pupils with whom they work</li> </ul>  | SEN pupils   | Termly   | Pupil get access to the curriculum   | SENCO           |

<sup>3</sup> **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><b>2.1</b><br/>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"> <li>▪ Create a disabled parking space next to the PM office</li> <li>▪ Ensure wheelchair access throughout ground floor</li> <li>▪ Provision of external &amp; internal ramps for access around site (classrooms and hall)</li> <li>▪ Classroom environment clearly labelled and organised</li> <li>▪ Colour contrast for door architraves and handles</li> <li>▪ Provide height adjustable furniture for specific pupils</li> <li>▪ Cooking facilities to be accessible to all</li> <li>▪ Good maintenance of the sensory room</li> <li>▪ Tea-boiler need to be adjusted according to the wheel chair person level</li> <li>▪ Interactive white boards need to be lower in some of the classes.</li> </ul> | <p>Persons with PD</p> <p>All users of building</p> <p>Deaf &amp; visually impaired pupils and members of staff</p> <p>Disabled staff &amp; pupil</p> <p>Wheel chair user</p> <p>Pupils</p> | <p>November 2021</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"> <li>▪ Renovate the KS2 pupils' toilets on the ground floor (Years 3/4)</li> <li>▪ Designated 'buggy park' outside the PAL Space for interested parents</li> </ul>   | <p>Children</p> <p>Parents and pupils/visitors</p>  | <p>January 2022</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       |
|---|---|--|---|------------|--|----------------|
| <b>3.1</b><br>To improve the delivery to disabled pupils (and parents) of information which is provided in writing for pupils who are not disabled. | Advice from physical sensory service and language support service | <ul style="list-style-type: none"> <li>▪ Improved provision of information</li> <li>▪ Identify materials</li> <li>▪ Identify providers of 'translation' services</li> <li>▪ Information about the school to be made available in large print or on computer disc on request</li> </ul> | Pupils and parents with a disability<br><br>Parents with a disability | On request | Pupils and parents able to access information in different formats.<br><br>Register of use of service and satisfaction survey. | Office Manager |

| Date         | Signature | Review       |
|--------------|-----------|--------------|
| October 2021 |           | October 2024 |