

GADDESBY PRIMARY SCHOOL ACCESSIBILITY PLAN 2024-2027

1. Improving access to and participation within the curriculum.

To increase the extent to which disabled pupils can participate in the school curriculum.

Our aim at Gaddesby is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be updated.	SENDCo	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical Care plans are up-to-date. Make SEND and medical needs clearer on teachers class folders. Meet with parents of children whose documentation needs updating.	SEND register and paperwork for individuals. ILPs Care plans	Autumn term 2024 and each autumn onwards	SEND and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class.
Effective communications with nurseries and pre-schools schools to provide a quality transition.	SENDco SLT	To identify pupils who may need additional to or different provision for the September. SENDCo to attend SENDCo Net and build relations with other local SENDCOs.	Up-to-date ILPs and EHCPs Rooms for meetings Diary dates	Ongoing	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	EYFS Co-ordinator SENDCo	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc SEND information to be communicated on INSET. Staff meetings addressing inclusive practice and SEND procedures.	Teacher/SENDCo time	Ongoing	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad and effective.

		SENDCO to do 1:1 sessions with teachers			
Use appropriate assessment tools and activities for children working pre-key stage.	SENDCo	Use other professionals suggestions for adaptations of the curriculum. One year Children working pre- key stage will have consistent approaches for assessment and SENDCo to attend SENDCo Net and see what other local schools (including special schools) are utilising to support pupils working pre-key stage.	SENDco/Teachers time External agency Support Small steps EYFS tracker	One year	Children working pre- key stage will have consistent approaches for assessment and SENDCo to attend SENDCo Net and see what other local schools (including special schools) are doing to support pupils working pre-key stage. Children working pre- key stage will access every subject in a tailored way.
To ensure that the medical needs of all pupils are met fully within the capability of the school	Deputy Head for Inclusion SENDCo	To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies To identify training needs	Staff meeting TA training	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo	IPads available to support children with difficulties Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg visual timetable, writing with symbols, wobble cushions etc	Audit of equipment and needs Staff training Cost of resources	On going	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning.
Appropriate use of intervention and their success and impact on progress	SLT SENDco	Track intervention success. Strategically staff interventions to allow for optimum outcomes for pupils with SEND. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions (Big Moves). Improve sensory support.	Training on new Interventions through external professionals Resources required to deliver interventions	On going	Progress and attainment of all children is outstanding.
All children are visible in the curriculum and resources	SENDco	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	Books	One year	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohort	SENDCo	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent.	Risk Assessments Time for pre visit if required	Ongoing	All SEND are able to access all trips during their time at Gaddesby.
Ensure all children feel safe and involved at playtimes	SENDco SLT	Staff to encourage children to join in games.	Buddy system for new children	Ongoing	Children feel safe in school – evidence in survey results from children.
Maintain safe access round the interior and exterior of the school	School Manager Premise officer	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters/newsletters/website.	Premise meeting minutes Premise walk	Ongoing	There is safe access throughout the school. No accidents or near misses on Clack Street.

3. Improve the access and delivery of written information

To improve the delivery of information for disabled pupils and parents.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents.	SENDCo Office	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time SENDco time	Ongoing	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	SENDco SLT Office	Ensure office staff are able to use Google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers.p Invite parents in who may need support completing forms.	Google translate Office time Deputy Head time	Ongoing	Parents are able to access all information.