

Penygarn Community Primary School Accessibility Plan 2017 - 2020

A. Gathering Information					
Target	Actions	2017-2018	2018-2019	2019-2020	Responsibilities
To Implement and maintain a monitoring system to support pupils with a disability	<ul style="list-style-type: none"> Maintain a register of children with SEND Monitor patterns of attendance Monitor Participation in off site activities and residential visits. record pupil achievements 	<p>Registered updated termly</p> <p>Attendance monitored fortnightly</p>			<ul style="list-style-type: none"> SENCo EWO/SENCO/HT Teachers HT/Teachers
To ensure the needs and aspirations of groups of users are met and understood	<ul style="list-style-type: none"> carryout pupil/parent/stakeholder questionnaires/discussions to seek the views of those with SEND 				<ul style="list-style-type: none"> HT/Govs SENCo/Governors
B. Increasing the extent to which disabled pupils can participate in the school curriculum.					
Target	Actions	2017-2018	2018-2019	2019-2020	Responsibilities
To ensure the school develops children's awareness of disability	<ul style="list-style-type: none"> Review curriculum as part of new Cornerstone Curriculum to ensure disability awareness is taught effectively across all areas of learning. Provide opportunities for children to meet with people with a variety of SEND. Purchase books and other resources 	<p>Close liaison with CB</p>			<ul style="list-style-type: none"> PSHE Lead PSHE lead Subject Leaders PSHE/Literacy Leader PSHE Lead

	<p>that promote positive images of disability.</p> <ul style="list-style-type: none"> • Invite disabled visitors/speaker to school assemblies, events. • Continue to liaise with Crownbridge staff re Peer mentoring programme 				Deputy Headteacher Inclusion
To ensure all pupils have full access to trips and extra curricular activities	<ul style="list-style-type: none"> • Risk assessment prior to trips • Plan trips and activities with parents to ensure access • Provide support for pupils to ensure they can access out of hours activities. • Continue close liaison with Crownbridge staff 	<p>Risk assessments carried out</p> <p>Reasonable adjustments made for pupils with ALN e.g. increased ratio of support, parents</p> <p>After School Club (Torfaen Play) inclusive group of Penygarn and CB pupils with complex ALN</p>			<ul style="list-style-type: none"> • HT/Teachers • Teachers • Teachers
To raise staff awareness of the curriculum needs of pupils with : ASD Language and communication difficulties Severe learning difficulties Physical disabilities VI HI	<ul style="list-style-type: none"> • Ensure staff are able to identify and cope with children with disabilities. • Ensure teachers, support staff and governors have access to specific training for disability issues. • Ensure that all staff can differentiate the curriculum appropriately including through changes to teaching and learning style and are aware of SEN resources. • Train identified staff to administer medication • Accommodate toileting and care needs of incontinent pupils - ensure individual care plans are up to date • Train identified staff in moving and handling techniques when appropriate 	<p>Staff meetings held on ALN / differentiation (13.09.17, 15.11.17, 24.01.18,31.01.18,14.02.18, 07.03.18,)</p> <p>Epipen training - 17.01.18</p> <p>Intimate Care Plans updated / reviewed termly</p>			Deputy Headteacher Inclusion Health and safety Officer

Ensure that all children on SEN register have a provision map in place	<ul style="list-style-type: none"> Up to date provision maps provide a key part of the planning process and highlight the needs of individual children with SEN / disabilities 	<p>Provision maps updated regularly. LA moderation complete - school to be used to support others in LA as many features of excellent practice identified</p>			DHT Inclusion / class teacher

C. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services

Target	Actions	2017-2018	2018-2019	2019-2020	Responsibilities
To provide appropriate access to all users	<ul style="list-style-type: none"> Seek information on the needs of users and pupils See DDA audit (appendix 1) Incorporation of appropriate colour schemes when refurbishing to benefit pupils with VI Review regularly and at least annually all areas of the school in order to ensure there are no physical barriers for pupils with a range of disabilities. (see Identifying Barriers to Access audit checklist) Physical accessibility to be carefully considered during the building process (21st Century School Build) 	<p>On going Meeting with MSI service re new support Audit to be completed June 2018</p>			<p>Deputy Headteacher Inclusion</p> <p>Seek advice from Greg Price / Matthew Touhig</p> <p>Head Teacher, Governing Body and LA</p>

<p>Planning takes account of the needs of all pupils including those with disabilities</p>	<ul style="list-style-type: none"> • Ensure that any new buildings planned take full account of the needs of pupils with school disabilities. •The Head Teachers and the Governing Bodies of Penygarn and Crownbridge to be part of the planning process for any new build. Physical accessibility to be carefully considered during the design process. • The Head Teachers and the Governing Bodies of Penygarn and Crownbridge to take advice from appropriate sources on any proposed adaptations to existing building and would ensure that the needs of all pupils including those with disabilities are given careful consideration 	<p>Complete</p>			<p>Deputy Headteacher Inclusion</p> <p>Seek advice from Greg Price / Matthew Touhig</p> <p>Head Teacher, Governing Body and LA</p>
<p>To ensure disabled adults are considered equally with others for posts in the school</p>	<ul style="list-style-type: none"> • To welcome all applicants for teaching and TA posts. • To encourage all members of the community to consider becoming a governor. 	<p>On-going</p>			<ul style="list-style-type: none"> • Govs/HT • Govs/HT
<p>D. Making written information accessible to pupils in a range of different ways.</p>					
<p>Target</p>	<p>Actions</p>	<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>	<p>Responsibilities</p>
<p>To review</p>	<ul style="list-style-type: none"> • Ask parents/Carers about child's access 	<p>Ongoing</p>			<ul style="list-style-type: none"> • HT/Staff

information to parents/carers to ensure it is accessible	<ul style="list-style-type: none"> needs when admitted to the school. Ask parents/Carers about access to information in review meetings. Ensure when appropriate that written material is available in alternative formats (LA advice available) 				<ul style="list-style-type: none"> Deputy Headteacher Inclusion Teachers/SENCo
To increase support for parents of children with a disability	<ul style="list-style-type: none"> To ensure that the school prospectus explicitly welcomes children with SEND. Encourage parents of children with SEND to support their children's education. Ensure parents of children with SEND are invited to review meetings and their views are gathered. 	Ongoing IDPs hold parental views			<ul style="list-style-type: none"> Govs/HT / Deputy Headteacher Inclusion All DHT Inclusion / class teachers
To ensure delivery of material to pupils is appropriate to their needs	<ul style="list-style-type: none"> School to produce large print materials as required by pupils with a VI School to produce pictorial support materials such as visual timetables , choice boards etc for pupils with ASD School to provide alternative ways to record learning including the use of ICT for pupils with dyslexia and / or physical difficulties with fine motor control. 	Ongoing			<ul style="list-style-type: none"> Teachers / support staff / Deputy Headteacher Inclusion