

Penygarn Community Primary School Accessibility Plan 2017 - 2021

A. Gathering Information						
Target	Actions	2017-2018	2018-2019	2019-2020	2020-2021	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>	<p>Register updated termly</p> <p>Attendance monitored weekly</p>	<p>Register updated half termly</p> <p>Attendance monitored daily and close liaison with EWO and other outside agencies when necessary.</p> <p>Individual risk assessments completed for individual pupils for onsite and offsite activities.</p>		<ul style="list-style-type: none"> ALNco EWO/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 			<p>Through PCP reviews, views are regularly gathered of pupils and parents/carers with SEND.</p> <p>Family Link support worker and ALNco has close connections with</p>		<ul style="list-style-type: none"> HT/Govs ALNco/Governors

				parents/carers through regular contact.		
	B. Increasing the extent to which disabled pupils can participate in the school curriculum.					
Target	Actions	2017-2018	2018-2019	2019-2020	2020-2021	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 that promote positive images of disability. Invite disabled visitors/speaker to school assemblies, events. Continue to liaise with Crownbridge staff re Peer mentoring programme 	Close liaison with CB	Close liaison with CB Inclusion between mainstream pupils and CB.	Close liaison with CB (see partnership plan) Inclusion between mainstream pupils and CB. Preparation for new curriculum involves teaching pupils the four purposes - Ethically informed citizens		<ul style="list-style-type: none"> PSHE Lead PSHE lead Subject Leaders PSHE/Literacy Leader PSHE Lead
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 	Risk assessments carried out Reasonable adjustments made for pupils with ALN e.g. increased ratio of support, parents After School	Risk assessments carried out. Reasonable adjustments made for pupils with ALN e.g. increased ratio of support, parents After School Club (Torfaen	Personalised risk assessments carried out. Reasonable adjustments made where necessary. After school and extra-curricular		<ul style="list-style-type: none"> HT/Teachers ALNco

		Club (Torfaen Play) inclusive group of Penygarn and CB pupils with complex ALN	Play) inclusive group of Penygarn and CB pupils with complex and highly complex ALN	activities available to ALL pupils.		
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,) Epi pen training - 17.01.18 Intimate Care Plans updated / reviewed termly</p>	<p>Staff meetings both in Autumn and Spring term. IEP reviews - termly meetings with all teachers and ALNco. Teachers attend all PCP outside agency reviews for support on care and recommendations Planned Epi pen training - Summer 2019 Intimate Care Plans updated / reviewed termly through discussion with parents. LSA trained in HI – supports HI pupils.</p>	<p>2 training sessions in preparation for new ALN code completed with all staff. Whole school has completed PCP tool training and produced personalised whole school provision map. All staff now aware of matrix and pupils within it who are complex and highly complex. Liaison with incontinence nurse to develop individual plans. Intimate Care Plans updated / reviewed</p>		<ul style="list-style-type: none"> • ALNco • Health and safety Officer

				termly		
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 	Provision maps updated regularly. LA moderation complete - school to be used to support others in LA as many features of excellent practice identified	Provision maps updated regularly and now include provision for SA+, complex and highly complex need pupils.	Provision maps updated regularly to include support and any additional interventions etc. Highly complex and complex pupils have personalised provision maps.		DHT / class teacher / ALNco
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	2020-2021	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 	On going Meeting with MSI service re new support Audit to be completed June 2018	Building work complete, with consideration of physical accessibility.	Building work complete and regularly reviewed, with consideration of physical accessibility.		ALNco Seek advice from Greg Price / Matthew Touhig Head Teacher, Governing Body and LA

	building process (21 st Century School Build)					
Planning takes account of the needs of all pupils including those with disabilities	<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 	Complete	Building work complete, with consideration of physical accessibility.	Building work complete and regularly reviewed, with consideration of physical accessibility.		<p>Head Teacher</p> <p>Seek advice from Greg Price / Matthew Touhig</p> <p>Head Teacher, Governing Body and LA</p>
To ensure disabled adults	<ul style="list-style-type: none"> To welcome all applicants for teaching and TA posts. 	On-going	On-going	School welcomes all		<ul style="list-style-type: none"> Govs/HT

are considered equally with others for posts in the school	<ul style="list-style-type: none"> To encourage all members of the community to consider becoming a governor. 			applicants for teaching and TA posts and has an inclusive staff.		<ul style="list-style-type: none"> Govs/HT
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D. Making written information accessible to pupils in a range of different ways.

Target	Actions	2017-2018	2018-2019	2019-2020	2020-2021	Responsibilities
To review information to parents/carers to ensure it is accessible	<ul style="list-style-type: none"> Ask parents/Carers about child's access 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) 	Ongoing	<p>Meeting held with ALNco for new pupils with additional needs.</p> <p>All copies of reviews - IEP/OPP/IDP available to parents/carers.</p>	<p>Meeting held with ALNco for new pupils with additional needs and enhanced transition provided. PCP reviews are child centred, with all views from the family. All copies of reviews - IEP/OPP/IDP shared with parents/carers.</p>		<ul style="list-style-type: none"> HT/Staff ALNco Teachers
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 	Ongoing IDPs hold parental views	Ongoing All parents/carers attend and input into all PCP reviews and agree IEP/IDPs	PCP reviews are child centred, with all views from the family. All copies of reviews - IEP/OPP/IDP shared with		<ul style="list-style-type: none"> Govs/HT All ALNco / class teachers

	gathered.		Regular meeting held with ALNco and parents/carers to discuss concerns.	parents/carers. Regular contact with ALNco and a multi-agency approach ensures parents/carers are supported throughout.	
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	Ongoing - through differentiated teacher planning and PCP tools (IEP,OPP,IDP)	All staff have produced personalised provision map, which sets out universal provision for all, including reasonable adjustments made in the classroom to cater for all pupils needs.	<ul style="list-style-type: none"> • Teachers / support staff / ALNco