

JESSON'S CE PRIMARY SCHOOL

ACCESSIBILITY PLANNING

September 2022 – August 2025

1. THE THREE STRANDS

There are three strands in increasing access for disabled pupils.

❖ Increased access to the curriculum for disabled pupils.

❖ Improvement to the physical environment of schools to increase access to all aspects of education and associated services.

❖ Improvements in the provision of information for disabled pupils, where it is provided in writing for pupils who are not disabled.

2. INCREASING ACCESS TO THE CURRICULUM

This might include:-

- Changes in teaching and learning arrangements
- Classroom organisation
- The deployment of learning support
- Staff Information
- Staff Training
- Grouping arrangements

- Peer Support

3. IMPROVEMENTS TO THE PHYSICAL ENVIRONMENT

This may include:-

- Lighting
- Signing
- Improvements to the acoustic environment
- Floor coverings
- Toilets and washing facilities
- Furniture
- Layout of the playground
- Adaptable workbenches
- Steps & Stairways
- Parking areas
- Entrance / Exits (Including internal & external doors)
- Décor
- Furniture
- Exterior Surfaces

4. IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS

This may include:-

- Handouts
- Text books
- Information about school events
- Homework
- Accessibility of school website

It might include making information available;

- In Braille
- In large print
- On audio-tape
- Through sign language
- Using a symbol system

5. JESSON'S CE PRIMARY SCHOOL ACCESS PLAN

❖ Increased access to the curriculum for disabled pupils.

TARGETS	STRATEGIES	SUCCESS CRITERIA	TIMEFRAME	RESPONSIBILITY
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year.	To identify pupils who may need adapted or additional provision.	Provision set in place ready for when the children start school	July to September annually	Asst. Head Foundation Unit, Foundation Stage Teaching Staff. SENCO
To liaise with educational establishments to prepare for the intake of new children who transfer within year.	To identify pupils who may need adapted or additional provision	Provision set in place ready for when the children start school	Ongoing throughout the life of the plan	Headteacher, Office Manager, SENCO
To ensure that lessons provide opportunities for all pupils to achieve.	Children to work in a range of ways – individuals, pairs, groups and whole class. Set individual targets Effective use of assessment tools by staff Relevant and timely data produced and shared	Resources are targeted more efficiently. Children achieve or exceed their individual targets. Monitoring of lessons by SLT to confirm that this is happening	Ongoing throughout the life of the plan.	SLT, Assistant Head for Monitoring and Analysis, Subject leaders and class teachers through monitoring and analysis of relevant data.

<p>To ensure that all children take part in PE lessons and KS 2 Children achieve some level of competence in the water through swimming lessons.</p>	<p>Identify children who have disabilities in any form which would prevent them from taking part in PE lessons. Work out a plan for each child to ensure that they are able to undertake PE to the full extent of their capacities.</p>	<p>All children take part in PE lessons Children achieve ASA swimming certificates</p>	<p>Ongoing throughout the life of the plan.</p>	<p>PE co-ordinator SENCO</p>
<p>School behaviour policy ensures that the needs of all individuals are met to the best of the school's ability</p>	<p>Continued development of a range of inclusion strategies involving multi-agency approaches. Children's records to be updated and monitored on a regular basis through the use of Behaviour Watch.</p>	<p>Fixed term exclusions kept to a minimum Sufficient strategies in place to make exclusion the very last resort.</p>	<p>Ongoing throughout the life of the plan.</p>	<p>SLT Pastoral Team Phase leaders Teaching staff.</p>
<p>All children to be able to take part in school visits whatever their disability or impairment.</p>	<p>Thorough risk assessments to be carried out for all visits. Extra support staff to be used when necessary to ensure all children can go on school visits. If not all children in the targeted group can be accommodated on the trip, it will not take place and an alternative should be sought.</p>	<p>All children will participate in class / school visits</p>	<p>Ongoing throughout the life of the plan.</p>	<p>Group leaders for visits</p>

Where it is felt that a child has significant special needs and would benefit by having an EHCP every effort should be made to obtain one.	SENCO to arrange necessary assessments and complete paperwork to apply for an EHCP when it is felt appropriate.	SENCO to have extra admin support to help with paperwork.	Ongoing throughout the life of the plan	SENCO, Teaching Staff, Admin Support
Ensure that all children requiring SEN help through ECHP plans are accommodated.	TAs to be assigned from within school wherever possible to meet children's requirements. If no TA available in school TA posts to be advertised as they become needed and aim to fill the posts in the shortest time possible. Where children are unable to access main stream education each child will be assessed and if appropriate will access The Learning Centre Base in school. This will always be with a view to assimilation them back into the classroom environment.	Sufficient TA's are in place with the correct training to offer the best support possible to the child. The Learning Centre is already in place but will be kept under constant review with regard to staffing levels and equipment required	Ongoing throughout the life of the plan	SENCO, Headteacher, School Business Manager.
Seek to provide necessary equipment to help those with disabilities to access the curriculum. i.e. laptop, magnifier, adjustable work tables	Assess the needs of each individual child and provide where possible the correct equipment.	Equipment will be readily available when necessary or resourced in the shortest time possible	Ongoing throughout the life of the plan	SENCO School Business Manager
Use ICT software to support learning	ICT used to support pupils with Special Needs	Wider use of SEN resources in classrooms	Ongoing throughout the life of the plan	ICT team SLT
To meet the needs of individuals during statutory end of KS tests.	Children will be assessed in accordance with regular classroom.	Barriers to learning will be reduced or removed, enabling children to demonstrate their abilities.	Annually	Headteacher, SENCO@, Class Teachers

	Applications made where required for extra time, modified tests, such as Braille or enlarges print.			
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❖ Improvement to the physical environment of schools to increase access to all aspects of education and associated services.

Continue to improve lighting in remaining 3 classrooms which have not been updated and improve lighting in corridors.	Investigate low cost LED lighting options for classrooms which have not yet undergone refurbishment.	Lighting will be at an acceptable level for children and staff in all classrooms. Lighting in hallways will be bright enough for people with visual impairments.	New lighting to be fitted when budgets allow.	School Business Manager
Fire alarm has been replaced which has an audio warning and flashing lights as a visual warning	Regular fire drills to be undertaken to ensure all children can safely evacuate the building.	Children will safely evacuate the building within the 2-minute time frame	Ongoing throughout the life of the plan	School Business Manager
Reassess the current playground provision and equipment to ensure it is age appropriate and accessible by all children.	Look at all playground provision and equipment and ascertain if it is still fit for purpose. Find out what kind of equipment children would like. Ascertain what type of equipment is available that can be accessed by all.	Children with disabilities will have suitable provision on the playground.	Phased implementation throughout the life of the plan.	SLT School Business Manager
One pupil with complex needs has been assessed by the disability team and hearing impairment team and advice has been given	A sound field has been purchased and a wheelchair is always available when needed. As and when other needs are identified appropriate action will be taken.	Child can access all lessons	Ongoing throughout the time the pupil is at Jesson's.	SENCO School Business Manager

regarding the adjustments that are required.				
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❖ Improvements in the provision of information for disabled pupils, where it is provided in writing for pupils who are not disabled.

Offer assistance with completion of forms to parents who may find this beyond their capabilities	School office will support and help parents to access information and complete school forms	Disabled pupils will be included in all learning opportunities and school activities.	Ongoing throughout the life of the plan.	Office Staff
Review information to parents/carers to ensure it is accessible especially the website	Provide information and letters in clear print in "simple" English. Website has recently been updated to make it easier to navigate and access information. The new website is easier to understand and to navigate.	All parents receive information in a form that they can access All parents understand what are the headlines of the school information and can access the school website easily	SLT to regularly review newsletters/ letters to check accessibility Update school website to ensure accessibility for all.	SLT ICT Technician Office Staff
Provide information in other languages for parents, pupils or prospective pupils	The main school secretary can speak Punjabi and can make herself understood in Hindi and is happy to translate for new and existing parents. Access to translators, sign language interpreters to be considered and offered if possible	Pupils and/or parents feel supported and included	Ongoing throughout the life of the plan.	SENCO Pastoral Team School secretary

<p>To continue to improve staff awareness, knowledge and confidence in meeting the needs of children with disability and medical issues.</p>	<p>Ensure Individual Termly support plans and Medical Needs plans are maintained and updated. Review staff training needs. Provide training for members of the school community as appropriate</p>	<p>Individual needs planned for and met. Whole school community aware of issues as required and appropriate.</p>	<p>Ongoing throughout the life of the plan.</p>	<p>SENCO Medical Officer</p>
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