

Sneyd Green Primary School

Accessibility Plan 2017-2020

1. Access to the curriculum including teaching and learning and the wider curriculum of the school, eg after-school clubs, leisure and cultural events or school visits					
	Targets	Strategies	Outcomes	Timeframe	Evaluation of Goals Achieved
Short-Term	To produce differentiated texts to meet the needs of all learners. This means all pupils will access the same focused text.	English lead to meet with Sarah Preston to identify texts which require adaptation. Texts to be adapted. Differentiated texts to be available to children as appropriate.	All pupils access the same text at an appropriate reading age. To instil a love of reading for all children.	July 2018	
Medium-Term	To develop touch typing opportunities for some individuals to ensure the development of these where handwriting is a barrier to learning. (From OT / SEND's / Educational Psychology advice)	Lap tops available for classroom use. Intervention sessions planned to develop skills. Word processors used for some as a matter of course.	Identified pupils minimise their barriers to learning by using alternative methods of recording with confidence.	July 2019	
Long-Term	To develop a "bank" of i-pads / tablets per class to aid and facilitate independence.	To enable more independent learners. Pupils to use technology to support independent learning opportunities eg record instructions, take photos of examples, use of apps to support learning, siri tool for alternate ways of recording etc.	Pupils can access learning at their level with confidence and independence.	July 2020	

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1. Access to the Physical Environment including physical aids to access education.					
	Targets	Strategies	Outcomes	Timeframe	Evaluation of Goals Achieved
Short-Term	Ensure that the school office is accessible to all in terms of physical layout and resources whilst the new offices/reception area/ car park are underway.	Constantly reviewing the physical environment both in school and at formal meetings with the contractor. Procedures to be continuously evaluated and actions implemented.	Ensure safety and access to the site for all.	Daily until build completed (September 2018)	
Medium-Term	To constantly review children's needs to ensure all areas are safe and accessible.	To continue to induct children using our robust procedures and highlight needs early. Ensuring care plans are in place for temporary or permanent needs and shared.	School is proactive in identifying needs and is accessible and safe for all.	Ongoing to July 2020.	
Long-Term	Development of the outdoor physical environment to enhance curriculum provision for pupils.	Committee of pupils, staff and parents to brainstorm, plan and implement ideas eg pets corner, allotment, play equipment, quiet areas, sensory garden, patterned walkway etc. Seek funding to support development of these areas.	Pupils will be fully engaged in the curriculum and life of the school increasing enjoyment and participation. To engage stakeholders in the future development of the school.	July 2020	

Accessibility Plan 2017-2020

1. Access to the curriculum including planning to make written information available to pupils and their parents, taking account of pupils' disabilities and pupils' and parents' preferred formats.					
	Targets	Strategies	Outcomes	Timeframe	Evaluation of Goals Achieved
Short-Term	To ensure that all parents have information regarding the new assessment system in an accessible format.	Workshops to be held for parents. Leaflets/letters to be produced which can be translated if required.	Parents are fully aware of and understand how children will be assessed in school across KS1 and KS2.	July 2018	
	To give all parents and pupils information regarding the academisation of Sneyd Green Primary School.	Consultation event for parents (October 2017). Regular information on newsletters. (Varying formats available) High involvement of Parent Forum group regarding changes eg uniform, badge, motto. Pupils to be involved in design and selection of badge and motto. *Accessibility arrangements to be made for parents and carers with specific needs wanting to attend these events.	Parents are fully informed and positive about all changes being made.	July 2018	

Medium-Term	To offer a range of family learning activities to parents in response to the curriculum and wider interests to the children.	Parent champion (M Earl) to compile a list of family learning opportunities throughout the school for families to participate in. Feedback from parents obtained to inform future activities to be offered.	Parents engage positively in a wide range of school based activities with their child and are able to support their children more easily. Parents feedback positively on the open door ethos and practice of the school. Increase in parental engagement of parents with school.	Termly from Autumn 2017 onwards.	
Long-Term	To devise a new admissions information system and school reporting system to benefit the parents of children for whom English is not the first language.	Work with EAL steering group. Involvement of parent forum group. Involvement with older children for whom English is not their first language.	Regardless of language barriers parents receive and understand valuable information with regards to admissions and school reports.	Summer 2020	

To be evaluated and reviewed Summer 2020