



St Paul's Infant School

Accessibility Action Plan

Member of Staff Responsible	Miss J Oakley, Mrs S Aldridge and Mrs R Forrest
Position	Headteacher, Deputy Headteacher and Inclusion Manager
Dated	October 2017
Date of next review	October 2018

This document will highlight different area of accessibility within school, including physical, medical assess and assess to the curriculum.

Physical Access

Focus Area	What we do	What we could do better	Action
Classrooms	All rooms are a good size. Wheelchair assess is possible to Foxes and Hedgehog classes.	Create wheelchair access to all classroom Fit ramps and rails where necessary	To investigate the cost and implications of making all classrooms accessible for the playground, hall and reception area.
Toilets	Disabled access toilets are installed outside Caterpillar, Fox and Hedgehog classes.	Create disabled assessable to toilets in all classroom areas.	To investigate the cost and implications of making all toilets wheelchair accessible.
Playground	Wheelchair access to the playground can be gained from all EYFS classrooms as well as Hedgehogs and Foxes and Owls	Improve playground access for wheelchair users from Robins, Woodpeckers and Squirrels.	To investigate the cost and implications.
Reception	Children with mobility problems can only access reception and first aid from the main entrance.	To allow children with physical mobility problems more access to the reception and first aid area. Thus growing their independence to move around the whole school.	To investigate the cost and implications.
	Children with mobility problems can only bring the register as far as the first stair case they have to be supported by a more mobile peer or adult.		
Disabled Parking Space	There is a designated disabled parking space marked out within the car park, which we would allow a parent in need to use. Collect a child from the parents car if required by the parent due to their level of need.	Ensure that this parking space is kept clear at all times so that it may be used appropriately.	To make everybody aware of the space and which people may need to use and it and when. To ensure an adult is available to collect a child from the parent's car if the need arises.

Medical Access

Focus Area	What we do	What we could do better	Action
Toileting Needs	If a child enters school with a higher level of toileting need this level of toileting need is recorded in an individual health care plan, and accommodated with regard to the schools Intimate Care Policy.	Create a specific toileting/shower area for children who have medical/emotional toileting issues. Designate one toilet in the school suitable for children to use that may require extra support.	To investigate the cost and implications or a shower room.
Specific Medication Need	If a child enters school with a specific medical condition that requires lifesaving administration of medicines, training is gained by the school as soon as possible.	Continue to access training ASAP.	Maintain links with school nursing service.
Manual Handling	If a child enters school with a physical medical need school would gain information on the best manual handling techniques ASAP.	To improve communication between medical professional such as OT's and Physiotherapists.	Acquire training and information when necessary.

Access to learning for all

Focus Area	What we do	What we could do better	Action
Transition from nursery to school	We make contact with all feeder nurseries and visit any that we are receiving 2 or more children from. All nursery providers are asked for consistent information so that we are able to RAG rate the needs of children before they come to school.	Invite all nurseries to visit school with the children that are coming for a short session.	Make enquires about the feasibility of the nursery workers visiting school with the children.
Transition from St Pauls to Junior provision	We work with Northborough Junior school to create a transition programme throughout the school year which involves all age groups undertaking different tasks in mixed ability classes across both schools. Then during term 6 the year 2 children who are going to be attending Northborough juniors will spend a week completing activities and meeting their new teachers and getting to know their new environment. Children who are making the transition to a different junior school will be supported through transition using information gained from the new schools website as well as St Pauls encouraging them to visit their new school and teacher.	Contact parents of children not attending Northborough to arrange visits for them to their new junior school. Create a buddy system earlier in the year, between year 2 and year 5 so that they will have no need to fear the oldest children in school when they make their transition because they will already know them as friends and helpers.	Create a better system for finding out which allocated school each year 2 child is going to. Contact the juniors about the feasibility of creating a buddy system throughout the year.

Daily Teaching provision	Expectations of Quality First Teaching are set throughout the school and this is closely monitored throughout the year with observations from different members of the school team including SLT. School is working to embed the ASPIRE universal entitlement which supports school to embed a system that is designed to meet the diverse needs of all learners and the provision of data based targeted interventions.	Ensure that when new teachers join the school they are made aware of expectations.	Continue to monitor on a regular basis.
Daily Teaching support (TA's)	Every classroom has a designated TA who supports teaching and learning throughout the school day under the direction of the class teacher. This is monitored through observations carried out by SLT.	TA's undertake more training to ensure that it is not obvious when entering the classroom who the TA and teacher are.	Ensure that time is made for training and all TA's are kept up to date.
EAL Support	A specific EAL teacher has been employed by the school to support children who are entering school with English as an additional language. The school also buy into the county ISSK service to ensure the teacher is given as much support as possible. School can also engage the services of an interpreter to enable children to show their learning level in their home language.	To continue to grow all adults understanding of EAL children's needs and implement the introduction of Makaton sign throughout school to ensure consistency for children who do not understand the spoken language. To use the new assessment tool for EAL pupils to allow greater understanding of the level that the child is currently working at.	To continue to use ISSK support. To begin to deliver training for Makaton sign to all staff within school. To book specific translators when necessary to communicate better with parents about children learning or to be able to better assess the child's ability to learn in their home language.
SEND Support	School employs a dedicated part time Inclusion Leader and fulltime support teaching assistants to ensure that the specific needs of all children are met within the school provision.	Inclusion Leader to be full-time; Alternatively School to employ an admin assistant to carry out the filing, phone calls etc.	Look into the cost of extending number of Inclusion Leader days/hours.

<p>Learning Interventions</p>	<p>Detailed pupil progress meetings take place 3 times a year where data is monitored and progress of all children considered. Those who are not making expected progress are placed within planned teacher intervention groups to target the specifically identified needs of the children. 3 shorter meetings take place after half terms to ensure provision is on track and effective. This is monitored by the SENCO.</p>	<p>Intervention timings need to be considered so that the impact on the whole school day is minimised. Consider the budget allowing extra adults to support classes or interventions.</p>	<p>Trial interventions at different times throughout the school day and monitor their disruption and effectiveness. Consider the budget costs of employing more TA's specifically for running interventions with a priority for EYFS.</p>
<p>Family Support</p>	<p>School employs a FLO and Pastoral TA full time. The FLO works with hard to reach families in school as well as supporting lots of children who have Social Services involvement. The pastoral TA supports children's wellbeing and emotional needs in school enabling them to make better progress. She also works with families when necessary to help them help their child better at home and thus have a less detrimental effect on their school day. Interventions by the Pastoral TA are now data driven. Pupil Premium Champion this is a new role created for September 2017. This staff member works 2 days a week and works with both the children and parents of the Pupil Premium children to enable barriers to be broken down and the children supported to achieve their full potential.</p>	<p>Parenting Classes, support groups or drop in clinics to be held in school to better support those hard to reach parents. Behaviour workshops geared around issues parents tell us they are finding hard to manage.</p>	<p>Parenting course training booked to be undertaken March 2018 by the FLO and Pupil Premium Champion. Pastoral TA undertaking THRIVE and NURTURE training so that she becomes accredited and can take on counselling children when needed so that the service is provided directly within school. Pupil Premium Champion to have regular meetings with Parents and children to find out about the barriers to their children learning and how best school can support breaking these down.</p>