

Plymouth Grove School Accessibility Action Plan and Review June 2022

1. Action Plan Review 2017-2020

Aim 1: To promote the rights and achievements of children with disabilities	
Short Term Targets	Outcome
Ensure all staff are aware of children with disabilities curriculum access.	<ul style="list-style-type: none"> • All staff are aware of the access needs of individual children with disabilities and one page passport used for transition • A range of CPD has been delivered on SEND, Wellcomm ELklan, zones of regulation and all staff have completed equality and diversity training online • SENDCO role enhanced and SEND paperwork supporting understanding of pupil needs improved. • Progress meetings focus on barriers to learning how these can be mitigated
Monitoring of the achievements of children with disabilities.	<ul style="list-style-type: none"> • Boxall profiles completed and analysed • Attendance closely monitored during vulnerable pupil meetings • Early identification of potential SEMH issues • Nurturing approaches and strategies embedded in class benefit all children • Friendship interventions, therapeutic art interventions, forest school, buddy systems • Nurture group style work with well-being lead including S&L providing opportunities for pupil voice • Specific pupil progress meetings held for pupils with SEND
Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education	
Targets	Outcomes
Make assemblies more accessible for pupils with hidden disabilities	Through the use of supports such as ear defenders and allocated seating , all children with hidden disabilities participate fully in assemblies
Aim 3: To improve the delivery of written information to disabled pupils and parents	
Targets	Outcomes
Availability of written materials in different formats.	<ul style="list-style-type: none"> • Website page continually updated with relevant information for parents • Covid information shared in community languages • Interpreters provided for key meetings • Online learning includes verbal feedbacks through the use of mote

Aim 4: To promote the rights and achievements of people with disabilities

Targets	Outcomes
Bullying or harassment of children with disabilities is monitored and dealt with effectively.	<ul style="list-style-type: none">• CPOMS report that there are no recorded incidents of disablism and monitoring any other bullying or discriminatory behaviour takes place to ensure that children with a disability are not targeted with other forms of discrimination.
Disability is displayed positively in books, displays and events.	<ul style="list-style-type: none">• Disability especially hidden disabilities is displayed positively in books

Action plan 2022-2025

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increasing the extent to which disabled pupils can participate in the school's curriculum</p>	<p>Our school offers a curriculum that is adapted to meet the needs of all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. Targets are recorded in pupil's provision maps and links to the EHCP outcomes</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Ensure all children with disabilities participate equally, when desired, in after school and lunchtime activities.</p> <p>Ensure that all school trips are accessible to all.</p> <p>Create belonging through the curriculum</p>	<p>For children's EHCP outcomes and provisions to be reflected in the classroom offer.</p> <p>Ensure that equality impact statements are included in educational visits</p> <p>Incorporate strategies from the Manchester Inclusion Strategy Toolkit that promotes a sense of belonging including at a teacher level; teacher connection, personal support and academic support.</p> <p>At a school level strategies will include</p>	<p>SMT</p> <p>Educational visits leaders</p> <p>Class teachers</p>	<p>July 2024</p>	<p>Children can access the curriculum without barriers and make academic progress in line with their abilities</p> <p>Children can access learning at the appropriate pitch and aspire to stretch to higher levels.</p> <p>I feel personally accepted, respected, included and supported by others in the school's social environment</p> <p>Increase in trips on offer which are ambitious and accessible to all children in most instances.</p>

<p>To promote the rights and achievements of people with disabilities</p>	<p>Plymouth Grove Primary School is a Rights Respecting School.</p> <p>Plymouth Grove pupils and staff have worked together to create an ethos, vision and values which bring together a desire to understand and work with all the members of our community through and for the UN Convention on the Rights of the Child.</p> <p>We aim to provide an enriching diverse curriculum that develops Global Citizens. We use assemblies, theme weeks and a variety of visits and visitors to support this curriculum offer.</p> <p>Through the School Parliament all children have the opportunity to express their views and be heard.</p> <p>Classrooms display charters devised by the pupils which explain the articles the children are working on that term.</p> <p>Disability awareness is an integral part of the curriculum and is celebrated amongst children and staff.</p> <p>Occ Health referrals</p>	<ul style="list-style-type: none"> Disability is displayed positively in books, displays and events. Children are aware of wider issues concerning people with disabilities. Rights respecting is embedded throughout the curriculum Pupil voice is ascertained through school parliament responses and acted upon Staff are aware and confident about different types of disability both physical and hidden disabilities Adjustments as necessary will be made to allow staff with disabilities to 	<p>Quality texts around diversity and disability are prominently displayed</p> <p>Rights Respecting practice is in evidence via article 12, class charters across the school.</p> <p>Teachers are made aware of how they can mitigate for needs arising from visible or hidden disabilities</p> <p>Plymouth Grove parliament questions are tailored to pupil wishes and feelings and acted upon in a timely and appropriate manner.</p> <p>Staff to have specific training on different types of disability and equality through the Manchester Inclusion Strategy toolkit</p>	<p>KS1 assistant headteacher</p> <p>PHSE co-ordinator</p> <p>AHT</p> <p>SLT</p>	<p>July 2023</p>	<p>All children have a sense of belonging</p>

	<p>On-site musculo-skeletal assessments Physio referrals counselling referrals consistent and regular welfare meetings with staff on sick leave Building was completed in 2016 and is building to DDA building regs</p> <p>Disabled Parking available on site</p> <p>Disabled washroom facilities</p> <p>Hoists are available</p>	<p>pursue full employment</p>				
<p>To promote effective communication for staff, parents and pupils ensuring that information is accessible, relevant and easily available.</p>	<p>Staff have been trained in a variety of speech and language strategies including Elklan, blank questioning, the language of zones of regulation</p> <p>Rights Respecting school parliament provides many opportunities to gather and act upon pupil voice</p> <p>Staff training covers a wide range of topics and educates staff to promote equality.</p> <p>Child reviews follow child centred practice. Child voice has been</p>	<ul style="list-style-type: none"> • Improve the availability of information for parents in alternative formats • Ensure pupil voice is gathered effectively • Making sure that parents meeting and annual reviews provide information in the most accessible format for parents. 	<ul style="list-style-type: none"> • To ensure parents are aware of written materials and agencies available to support disabled pupils from the LEA • Incorporate use of the participation framework from National Framework for Child and Young People's 	<p>SLT SMT Wellbeing team</p>	<p>Develop 2023 Embed 2024</p>	<p>All stakeholders are able to access essential information</p>

	<p>captured in a number of different ways adapting to the individual needs of the child.</p> <p>Parent views are captured through a number of different mediums.</p>		<p>Participation in Decision-making</p>			
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