

ALEXANDER HOSEA PRIMARY SCHOOL
Roots to Grow – Wings to Fly
SCHOOL ACCESSIBILITY ACTION PLAN – CURRICULUM – 2013-2016

Outcomes	Description of Development Activities	Monitoring	Resources required	Lead responsibility	Timescale
Short Term		November 2014 November 2015 November 2016			
More inclusive classroom practice.	Dyslexia Friendly font to be used in all classes. TM to produce working through one classroom at a time	To be in place from Feb 14. On-going development All class displays, school documents and website consistently use Tahoma font.	Computer, printer and laminator available.	MAL/VQ	From Feb 2015
Staff recognise and plan for additional time and effort needed by some pupils e.g. slow writing speed for dyslexic pupils – more successful writers	Implement strategies across the school e.g. pen grips, writing slope, coloured paper.	Some in place – need greater awareness – will re-visit as part of renewed dyslexia friendly school training. Re-visited and reminders given to staff. Also further	Pen grips, writing slopes, coloured paper. Training provided (July 13)	MAL / All staff All staff	On-going from Sept 13. July 15

	<p>Pre-teaching opportunities provided.</p>	<p>training provided on handwriting.</p> <p>Big focus on development of physical development skills in school to support improved handwriting skills.</p> <p>Pre-teaching used more widely – embed further.</p> <p>Continuing to embed across the school.</p> <p>Continuing to embed across the school and with any new staff.</p>			
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<p>Improved physical development skills which impact positively on handwriting / presentation skills, progress and attainment.</p>	<p>Additional time given for SATs tests.</p>	<p>Applications made annually now - a few children benefit from extra time for SATs.</p> <p>Increased this through provision of readers for Maths papers etc. and meeting emotional needs, which have impacted positively on pupil outcomes.</p> <p>Continued focus on PSE/PD needs during SATs. Appropriate support provided.</p>		<p>AM /HB</p>	<p>May 2014</p> <p>May 2015</p> <p>On-going from Sept 2013</p>
	<p>Implement ideas from PD training provided. Develop a range of effective physical development interventions across the school.</p>	<p>In progress.</p> <p>Big focus on development of physical skills last year (2014-15) – research undertaken and followed up impacting on handwriting / presentation skills.</p> <p>On-going – raised awareness in school</p>		<p>All staff</p>	

	Purchase and use Smart Moves.	<p>Smart Moves, Write Dance used by YR</p> <p>Smart Moves purchased and in wider use.</p> <p>On-going</p>	Smart Moves (£85)		
<p>All staff integrate 'Equalities' legislation into curriculum planning.</p> <p>All groups valued, and diverse curriculum takes account of heritage etc., personalising learning.</p>	<p>Check accessibility as part of curriculum review in preparation for new National Curriculum 2014.</p> <p>Include 'Equalities' requirements in revised curriculum</p> <p>Audit and purchase appropriate resources, including ICT to improve provision and learning outcomes.</p>	<p>On-going</p> <p>Currently reviewing curriculum and will re-consider.</p> <p>Considered as part of curriculum review and incorporated as appropriate</p> <p>Inclusion value supports this and teaching of British Values/SMSC.</p> <p>"</p> <p>New resources purchased.</p> <p>Another ICT audit being undertaken Nov 14</p> <p>Considering use of Pupil Premium funding to purchase</p>	<p>Staff meetings</p> <p>Use of previous EMATS training/resources (2013).</p> <p>Relevant ICT</p>	All staff	<p>From March 2014</p> <p>Completed 2016 – on-going</p> <p>July 2015</p>

		<p>tablets to develop access to learning for vulnerable groups.</p> <p>Learn pads purchased and used by all children including those with additional needs/and who are more vulnerable</p>			<p>March 16</p>
Resources are accessible	<p>Audit resources</p> <p>Store so that all relevant resources are labelled (as above) and easily accessible by the children</p> <p>Ensure the learning environment is always well organised and tidy – monitor through termly learning environment checks.</p>	<p>See above</p> <p>SW has undertaken research and has open shelves to increase access to resources.</p> <p>She is now using hessian and natural colours to provide a contrast and to highlight children’s learning outcomes.</p> <p>Extended to corridors and other classrooms</p> <p>Improved tidiness in classrooms, cloakrooms and around school generally. Learning environment checks</p>	Appropriate storage	<p>Subject leaders</p> <p>All staff</p> <p>All staff (TM)</p>	<p>July 2014</p> <p>July 2014</p> <p>On-going from Nov 2013</p> <p>Sept 16</p>

		<p>evidence this.</p> <p>Space created for ease of access.</p> <p>Developing across the school and on-going.</p> <p>Re-visited as part of improvements to learning environment -corridors and classrooms.</p>			
Medium Term					
All staff know of duty in DDA and aware of 'Equalities' legislation.	Ensure the curriculum reflects legislation and children learn about inclusion / disability etc.	<p>Included as part of curriculum – continue to raise awareness.</p> <p>British Values and Prevent Duty used to support teaching and learning.</p> <p>On-going</p>	Staff meetings	All staff	On-going
All teachers able to apply appropriate teaching styles and provide opportunities to accommodate a range of learning opportunities	Continue to provide support to address physical development needs.	<p>OT led a staff meeting and provided a range of strategies – monitor use.</p> <p>More focus on this – continue to embed.</p> <p>More focus on development of</p>	Staff meetings	<p>All staff</p> <p>All staff</p>	Sept 2014 – on-going

	Develop kinaesthetic teaching and learning, especially for those with specific access needs.	<p>physical development needs – see above</p> <p>See above</p> <p>National Curriculum 2014 focuses on the skills teaching and embedding skills through planning and teaching using concrete /kinaesthetic experiences.</p> <p>On-going</p> <p>More focus on this through mastery approach to teaching and learning.</p>			
Increased access to the curriculum for all groups	<p>Raise awareness of curriculum needs of pupils with:</p> <ul style="list-style-type: none"> -ASD -Language and communication difficulties including liaising with EMAS -Severe learning difficulties -Physical disabilities etc. for whole staff, including lunch break supervisors 	<p>Training provided by:BST/ISS/EMAS/OT.</p> <p>AET level 1 training completed by all staff. SW level 3 completed.</p> <p>Now working on achieving the AET standard as a school.</p> <p>Further staff training undertaken in relation to AET (SMSAs also</p>	Staff meeting	SENCO	<p>Dec. 2014</p> <p>Sept 14</p> <p>July 15</p>

		<p>involved) and dyslexia – also increased focus on well-being.</p> <p>Consistent use of visual timetables.</p> <p>All Ts/TAs trained at Level 1 by external provider. Visual timetables are a non-negotiable</p> <p>Training provided on mental health</p>			
Appropriate support for pupils with speech and language difficulties	<p>Agree role of support staff in meeting needs of pupils with S&L difficulties</p> <p>Work with S&L therapists support to provide relevant individual support</p>	<p>Some interventions provided. Extend.</p> <p>Some joint work undertaken for one child. More needed. Difficult to engage support of S&L due to cut backs.</p> <p>Some S&L involvement and regular interventions provided to address S&L needs and to follow the programmes provided</p>	Relevant resources	<p>SENCO</p> <p>All staff</p>	<p>From Sept 2014</p> <p>On-going</p>

		<p>by professionals.</p> <p>Some progress noted.</p> <p>Difficult to secure external S&L support. Working on this internally – needs to continue.</p>			
Long Term					
Further strengthen value, ethos and culture of 'inclusion' in terms of disability equality	<p>Use disabled role models – Paralympics – sports – KLB link with wheel chairs.</p> <p>Disabled visitors to lead assemblies.</p> <p>Ensure disability is represented in teaching materials, books etc. – purchase new resources as required.</p>	<p>Not yet</p> <p>Continue to consider and address</p> <p>Addressing through focus on Paralympics and disabled basketball 2016-17</p> <p>On-going</p>	<p>Staff meetings</p> <p>£200</p> <p>£500</p>	<p>PE leader</p> <p>RE leader</p> <p>PSHE Leader/Literacy Leader</p>	<p>From Sept. 2015</p> <p>On-going</p> <p>July 2016</p>
Resources are accessible	<p>Supplement resources to support accessibility as appropriate</p> <p>Store so that all relevant resources are clearly labelled and easily accessible by the children</p>	<p>More resources required throughout the school.</p> <p>Beginning to work on this.</p> <p>Much improved but on-going</p>	<p>As above</p> <p>Storage</p>	<p>Curriculum leaders</p> <p>All staff</p> <p>“</p>	<p>Sept 2017</p> <p>On-going</p>

	Continue to ensure learning environment, including classrooms are well organised and tidy.	Maintain As above On-going			
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To be read in conjunction with the school's 'EMA Plan'