



Accessibility Plan

Hutton Rudby Primary School

To ensure reasonable adjustments are made

- In classroom
- In curriculum
- At break and lunchtime

And for disabled pupils so that

- Pupils feel part of school life
- Are included by peers
- Staff feel confident to secure provision

We aim to provide an effective learning environment for all pupils

By:

- Adult support
- Befrienders
- Midday supervisory assistants
- One to one support provided for after school clubs when needed
- Wide range of activities and equipment
- Staff training e.g. dyslexia training.
- Adapt use of equipment where necessary
- Share information with staff to support / enrich out of hours activities

Visits/ trips

- Continue to encourage visits or trips to enrich the curriculum
- Make sure curriculum includes multi-cultural and multi-sensory provision
- Risk assessments provide for mobility and one to one needs
- Maintain dialogues with children and parents
- Invite to share known medical histories
- Maintain a trained workforce e.g. first aiders
- Anticipate needs
- Teachers and parents do a pre visit to support accessibility
- Use local environment for trips
- Encourage adult child ratio of 1:6 or less

Physical/Environment

Learning classroom environment

Keep environment tidy

Provide accessible areas and accessible resources anticipating need

Curriculum

What we are doing:

- Provision is made in planning for all children to access curriculum
- Use of support staff for group individual support in specific lessons
- Use of alternative methods of recording- computer/speech
- Use of external bodies for specialist support
- Use of differentiated teaching techniques. E.g. access to whole class dedicated lessons; group support and individual programmes
- The way we interpret the curriculum for individual and group needs, including placement in class, supportive groups and learning styles.
- Adjustable height tables
- Continued improvement of resources/specialist equipment
- Staff training in dealing with various disabilities e.g. how to use resources, lifting
- Knowledge of or specialist support for e.g. deafness, partially sighted, autistic, palsy etc.
- Raise awareness of parents and pupils in disabilities
- Knowledge of legislation e.g. handling children
- Outsiders talking to children to include all bullying, childline, carers etc.
- Alternative ways of recording e.g. laptops
- Clear map and name labels around school. As and when applicable (Braille).
- Large visual timetables
- Large adapted equipment e.g. calculators

- Multisensory displays
- Vary teaching styles vary groups
- Ask pupils and parents for views – parents as partners
- Work closer with agencies
- TA support e.g. PE
- Make curriculum more locality and interest based for pupil
- Role play
- Hearing loops
- Large ICT keyboard
- Voice recognition
- Lunch clubs for social skills
- Extra adult support
- Specific resources e.g. balance beam, tracker ball
- Use of different teaching styles VAK
- Writing frames
- Use of different colour dry wipe boards e.g. for dyslexia
- Use of different exercise books e.g. large squares or wider lines
- Seating arrangements- child/ adult support
- Use of intervention programmes as appropriate
- Groupings, talk partners
- SEN laptop and appropriate software
- Programmes from outside agencies incorporates into classroom e.g. speech therapy
- Different ways of assessing
- Individual support plans

Teaching and learning

What we need to do:

- Training in specific areas e.g. handling/Team teach training.
- Distraction free zone
- Table height-same throughout classroom at present
More lunch clubs for social skills
- Ramps out of fire doors in the infants

Additional information

Please see published SEND Policy and Provision Map Provision

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