

Leeds and Broomfield C of E School



Accessibility Plan

Document History

Date written: September 2017

Date approved: 28 September 2017

Reviewed September 2019, approved by the Federation GB 19 November 2019

Reviewed: Bi-Annually

“As many hands build a house, so many hearts make a school.”

(Matthew Ch 7 24-27)

Respect

Resilience

Empathy

Curiosity

Honesty

STATUTORY

At Leeds and Broomfield we build strong foundations for the children, staff and all stakeholders to learn, flourish and fill their hearts with God's love. Everyone is important valued and needed to make Leeds and Broomfield grow. We give a quality all round education which develops the whole child; If the rain came we would not fall down. Our school Christian Values support the development of the children and all within the school and local community.

Leeds & Broomfield CE Primary School is part of the ASPIRE Federation consisting of Kingswood, Ulcombe CE, Platts Heath and Leeds & Broomfield CE primary Schools.



FOCUS: ACCESSIBILITY - Providing Information

<p>Communication with parents</p>	<p>Use Newsletter to raise awareness Be proactive in communication with parents to support home/school partnership Use of FLO to establish positive parent relationships Parent Meetings Use of sharing/class assemblies Use of text message service Use of letters to parents Staff availability in playground before and after school</p>	<p>Induction of new staff</p>		<p>Ongoing</p>	<p>Questionnaire/written/ supported to parents annually to inform SIP - Governors</p>	<p>Articles in Newsletter, meetings for parents</p>
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Action	Strategies	Resources: training, staff development, supply costs, equipment, materials etc.	Financial implication	Time Plan	Monitoring (Who? How? When?)	Success Criteria
<p>Improve the delivery of information to groups that is user friendly for people with disabilities</p>	<p>Make signs etc. more pictorial Use photographs of activities Differentiated curriculum activities e.g. information provided on audio tape, computer programmes with visual effects/sound. Large Print.</p>	<p>Advice from Physical/Sensory/Language& Communication/Traveller Support agencies Non LEA providers (e.g. Support groups such as The Autistic Society) Different learning styles</p>		<p>Ongoing</p>	<p>Governors through classroom/ school visits</p>	<p>Strategies observed</p>
<p>Develop resources across the school that can support children and parents with disabilities</p>	<p>Information given to parent e.g. newsletter in big print/audio version</p>	<p>Admin time given to development of large print/ audio newsletters as and when necessary</p>		<p>ongoing</p>	<p>Governors through monitoring</p>	<p>Evidence on website/ in information received</p>

FOCUS: ACCESSIBILITY – Physical Environment

Action	Strategies	Resources: training, staff development, supply costs, equipment, materials etc.	Financial implications	Time Plan	Monitoring (Who? How? When?)	Success Criteria
Provide disabled toilet facilities	When planning additional or replacement accommodation give due consideration to toilet facility	Cost of building work	Unknown	Unknown	Finance/Premises committee	Disabled toilet facility in place
Provide shower facility	When planning additional or replacement accommodation give due consideration to shower facility	Cost of building work	Unknown	Unknown	Finance/Premises committee	Shower facility in place
Plan emergency evacuation of premises for people with disabilities	Consult with appropriate agencies	Time	Unknown	As and when necessary	H&S Governor	Plan in place

FOCUS: ACCESSIBILITY – Curriculum Access

Action	Strategies	Resources: training, staff development, supply costs, equipment, materials etc.	Financial implications	Time Plan	Monitoring (Who? How? When?)	Success Criteria
Attend LIFT meetings for support and advice in reviewing the needs of children and to gain other agency support	<p>Identification of need by SENCO</p> <p>Complete relevant forms to aid gaining HNF to support children</p> <p>Links made with other agencies and Early Help Support</p> <p>Project Salus support</p>	SENCO to maintain	Project Salus costs	Ongoing	SENCO	HNF agreed Other agency support provides support when needed
Maintain level of relevant training to teaching & non teaching staff	Identification of need by SENCO	Access training	Course fees/supply cover	Ongoing	SENCO	Staff expertise matches need
	Work with Pre-School and Secondary Staff on transfer information	HT/staff time	Release time for staff	Summer term-	HoS	Transfer information available to YR teacher/SENCO
Behaviour Management	Use of zoned areas and quiet calm area. Include a friendship area for those children alone at playtimes	Maintain Staffing levels at lunchtime Co-ordinator/ staff training Equipment to implement	£3000 – new zones on playground marking	2019-20	HoS	More engagement on playground/less behaviour issues and accidents Children are showing more empathy with others resulting in greater tolerance
	Develop playground area linked to child requests/work completed by School Council to make playtimes more engaging	Staff Induction				
	Training for lunchtime supervisors to engage in play activities	Staff induction/training				

STATUTORY

Action	Strategies	Resources: training, staff development, supply costs, equipment, materials etc.	Financial implications	Time Plan	Monitoring (Who? How? When?)	Success Criteria
	Continue to embed new behaviour policy across school	Staff induction		Ongoing	Governors in HoS report	SIMS monitoring shows low level of behaviour incidences
Attendance	Review of policy as agreed in policy monitoring schedule			Ongoing	Admin//HoS/ Governors School and/or governors through parent questionnaire	Absence levels reduced and is consistent with/above national average <i>Evident overtime in data</i> Questionnaires show that parents are happy with the school and the information it gives to parents
	Weekly monitoring of attendance and follow up Reports to Governors in HoS report	2 hours per week clerical time				
	Establish good relationships with all parents (using induction meetings & communications to reinforce values) Home/School Agreement Ensure parents are kept up to date with child's attendance if it falls below 90% or there are repeated absences Punctuality and attendance letters sent out as appropriate – follow up with EWO/Early Help support if necessary	Training for Admin re attendance				

STATUTORY

Action	Strategies	Resources: training, staff development, supply costs, equipment, materials etc.	Financial implications	Time Plan	Monitoring (Who? How? When?)	Success Criteria
	<p>Outside agency support Work with attendance officer (LA) Training for office staff – kept up to date with policy and practice</p>	<p>Liaison time</p>				<p>Attendance supported by KCC attendance officer improves</p>
	<p>Positive reinforcement e.g. awarding certificates. Class Attendance Ted and Punctuality Pete weekly awards, Termly attendance certificates awarded.</p> <p>Certificates showing percentage of attendance each term and highlighting if this is good or could be better</p>	<p>Stickers, book award termly</p> <p>Cost of office staff time and printing of certificates</p>	<p>£10/term</p>			