

Birkby Infant & Nursery School

School Accessibility Plan 2021 - 2024

Part B: Increasing pupil participation in the school curriculum.

Provision and strategies already in place:

- *Clubs and school visits accessible to all pupils through use of detailed risk assessments, provision of additional support and/or resources.
- *BCLSW and SEN Teaching Assistant support available.
- *Whole-class visual timetables in place.
- *Induction procedures for pupils/families joining the school mid-term.
- *Additional Needs Team established, with common policies and procedures.
- *Provision Mapping in place to identify specific needs and to target provision.
- *Inclusion Manager attends Pyramid and LA Senco Networks to keep abreast of new ideas, current good practice and information to disseminate to staff.
- *Specific staff training undertaken e.g. V I course for staff member working with identified child.
- *Access equipment available, including coloured overlays, timers, pencil grippers, anti-glare computer monitor screen, lower-case keyboard, early learning resources.
- *Starting School/Nursery Packs contain Additional Needs information section, to enable early identification and speedy liaison with external agencies.
- *Daily Movement Club and Breakfast Club available.

- *After-school clubs available to all pupils.
- *Clear procedures in place to enable pupils with medical needs to be fully included in school life, including provision of a Medical needs Policy, Practice and Procedures folder.
- *Dyslexia-friendly strategies within teaching and learning provision, including INSET training for all staff.
- *LAC Policy and procedures in place.
- *Diabetes training for identified staff.
- *Health Care Plans devised with parents/carers for all asthmatic pupils.
- *V I training for all school staff.
- *Improvements to the physical environment enabling increased participation for V I service users (see Part A) and environment audits by Schools Mobility Officer.
- *Ongoing monitoring and embedding of dyslexia friendly strategies within teaching and learning provision.
- *Whole staff INSET delivered by Speech and Language Therapists on supporting children with Speech, Language and Communication needs.
- *Extended range of types of scissors in each classroom, in response to the Disability Equality Scheme pupil questionnaires.
- *New interactive whiteboards fitted to all classrooms, to aid improved visibility.
- *Whole staff Makaton training.
- *Speech therapy and Occupational Therapy INSET
- *Intervention programmes including Project X, Play Therapy, Language Steps, Narrative Programme, 1:1 PP reading, Reading Friends.

- *SEN/D Support Plans in place, detailing individual pupil's successes, identified needs, differentiated and additional provision, and extended school activities, including access arrangements.
- *Haemophilia training for identified staff.
- *Epilepsy training for identified staff.
- *Annual Epipen and Asthma refresher training for all staff.
- *Team Teach training for identified staff
- *Extended range of extra-curricular provision, in response to the Equality Scheme pupil questionnaires.
- *Ongoing regular curriculum access audits - access to and use of: water, dyslexia toolboxes, lighting, Interactive whiteboard - font choice/size/colour/highlighting, visual timetables, paper colour, worksheets
- *Autism Spectrum Condition training for ETAs
- *Special Educational Needs and Disability Policy and Practice briefing for all staff.
- *Extended range of extra-curricular provision, at lunchtimes and after school, in response to the Equality Scheme pupil questionnaires.
- *Lunchtime staffing structure reorganised to improve access to and participation in outdoor learning environment.
- *Further audit of and response to children's wishes for after-school, lunchtime clubs/outdoor play equipment.
- *Ongoing termly curriculum access audits.
- *Commissioned speech therapist.
- *School day extended in order for all KS1 children to access after school clubs twice weekly.
- *Playground menu board, to encourage active participation during unstructured times.

- *Playground menu board choices extended in response to pupil Equality questionnaires.
- *Lunchtime menu altered, in response to pupil Equality questionnaires.
- *More Ipads purchased, in response to pupil Equality questionnaires.
- *Screen overlays on all computers
- *Amended range of extra-curricular provision and equipment available, in response to Pupil Equality questionnaires - including tennis, football, multi-skills, gardening, dance.
- *Extended range of activities available at Rainbow Time e.g. art, ICT, in response to Pupil Equality questionnaires.
- *More Play Leaders in response to Pupil Equality questionnaires**
- *Move and Learn for all staff**

Part B 2021 - 2024 (2021 - 2022)

<u>Objective</u>	<u>Priority rating</u>	<u>Action/By whom</u>	<u>Outcomes</u>	<u>Timeframe</u>
To improve access to and participation in the curriculum for pupils with additional needs.	M	Termly drop-in audits of interactions, displays, resources and activities to ensure diversity is reflected and celebrated and stereotypes and bias is	Equality of access, participation and engagement in the curriculum.	Autumn 2021 (Covid restrictions allowing)

		challenged (e.g. gender stereotyping) (SLT)		
	H	Asthma refresher training for all staff (DT).		6.9.21
	H	Epipen refresher training for all staff (DT).		6.9.21
	H	Ongoing commissioning of speech therapist (DT)		Summer 2021 and ongoing
	M	In response to Pupil Equality Questionnaires: *New clubs - tennis, football, scooters/bikes, basketball, cricket, running, dodgeball, badminton		Autumn 2021 (Covid restrictions allowing)
		*Lunches in large hall *Playtimes with other classes		Autumn 2021 (Covid

				<i>restrictions allowing)</i>
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