



Accessibility Plan 2020-2023

Glenbrook Primary School

The plan covers the following three key areas:

- Access to the curriculum- increasing the extent to which SEND pupils can access the curriculum.
- Access to the school environment- improving the physical environment of the school for the purpose of increasing the extent to which SEND pupils can take advantage of education and benefits, facilities or services provided or offered by the school
- Access to information- improving the delivery to SEND pupils of information which is readily available to pupils who are not SEND.

Improving access to the curriculum

Provision and strategies already in place:

- ✓ School clubs, sporting and cultural activities and school visits are accessible to all pupils including pupils with identified barriers to learning and participation. Actions include: risk assessment, parental support, provision of additional support and/or resources.
- ✓ The school makes full use of a range of LA support services, health professionals and the community
- ✓ Provision maps are in place detailing children's areas of strength, challenge and targets. These are reviewed termly.
- ✓ Well-being ambassadors are trained to support children through ELSA, forest school and play therapy
- ✓ Autism Champion to support our pupils with ASD with personalised provision including therplay, play interaction and fun time.
- ✓ Behaviour ambassadors to support pupils with SEHM needs to access learning as well as kickboxing
- ✓ Sparrows is supporting some of our SEND children with their learning by providing a personalised curriculum that is tailored to each child's ability and learning style, and providing an inclusive education that they can access.
- ✓ SEMH provisions that are outcome driven and the children are strategically placed in provisions to ensure the most positive impact

| | Target | Strategies | Outcome | Timeframe | Goals achieved |
|-------------|--|--|--|-----------|----------------|
| Short-term | To build on good speech and language practise to ensure we have early intervention. | Language to learn, CPD for staff, workshops for parents. | Speech and language provision is offered early and strategies put in place remove the barrier. | 2020 | |
| Medium-term | To ensure the curriculum is differentiated and depending on the task and the intended outcomes for individual children. | New curriculum to be introduced and developed to include differentiation for all pupils to ensure they can access our EPIC curriculum. | All children will be able to access a broad and balanced curriculum. Planning to be differentiated to ensure all pupils are included, learn and make progress. | 2021 | |
| Long-term | To build on the interactive teaching strategies already in place in classrooms so that all children are engaged and able to make progress. | Staff meetings/inset days around interactive teachings strategies. | All children are engaged and learning is active and enabling good progress. | 2023 | |
| | Children are identified and the graduated response with plan, do and review is in place to support emerging needs. | Plan, do and review cycles. Graduated response shared with staff and explained. Routes 2 inclusion utilised. | Early intervention and support means children are able to access learning due to universal provision being of a high quality in every classroom. | 2023 | |

Improving the physical environment

Provision and strategies already in place:

- ✓ All play areas are ramped and accessible by wheelchairs/pushchairs
- ✓ We have a lift which means all areas of the building are accessible by wheelchairs/pushchairs
- ✓ School have available: disabled toilet and changing space.

Glenbrook currently supports pupils with significant barriers to learning and participation with difficulties in the areas of: learning, communication and interaction and behaviour.

| | Target | Strategies | Outcome | Timeframe | Goals achieved |
|-------------|---|---|---|-----------|----------------|
| Short-term | To improve the accessibility for all throughout school. | Painting yellow strips onto all steps and painting bannisters and hand rails yellow outside. | Steps outside school more visible. | 2020 | |
| Medium-term | To improve the use of sensory tools as a calming tool and build into provision. | Sensory tools- timers, texture, proprioception training, weight etc. | Children will be able to have a sensory experience to improve their language and their ability to control emotions. | 2021 | |
| Long-term | To adapt the school taking into account the current children in schools needs changing with time. | Plan ahead to the next year thinking about the children we are going to have in school and the best use of space/resources. | All children's needs will be taken into account when planning space and/or resources across school. | 2023 | |

Improving the delivery of information

Provision and strategies already in place:

- ✓ All emails from SENDCo detail contact information
- ✓ Class Dojo is available for parents to message the SENDCo through- all stories posted and messages can be translated
- ✓ Provision maps are shared with parents through the online login
- ✓ Support from the SENDCo for form-filling of various types
- ✓ Glenbrook acquire support from the Nottingham Sign Language Service
- ✓ Parent mail used at the main method of sharing information and invitations to review meetings.

| | Target | Strategies | Outcome | Timeframe | Goals achieved |
|-------------|---|---|---|-----------|----------------|
| Short-term | To improve the method of inviting parents to review meetings and SENDCo communications. | Using parent mail and class dojo as a primary method. Personalising communication. | All parents/carers will have a better chance to engage fully with school life and their children's education. | 2020 | |
| Short-term | To improve the use of twitter for sharing SEND information and events in school to our parents and wider community. | Strategic thought about what to share and tweet that is important to our parents and community. | Twitter is a useful platform for parents to gather information of events and support. | 2021 | |
| Medium-term | To embed a parents support group for our | Sharing the dates through twitter, dojo and parent mail. Explore how | Parents will feel supported and access a network of other parents. | 2021 | |

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| | parents of our pupils with SEND. | we can best support our parents for pupils with SEND. | | | |
| Long-term | To develop the use of alternative methods of communication in the signage of information around the building. | Audit the signage around school. Plan a programme of improvements. Work systematically through the plan of improvements. | Signage makes use of a range of communication methods. | 2023 | |

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| Policy prepared by: | Jennifer Gibb |
| Date prepared | 1 st April 2020 |
| Date ratified by the full Governing Body: | |
| Signed: | Chair of Full Governing Body |
| Signed: Miss V Cairns | Head of School |

Review date: July 2021

