

The Leys Primary and Nursery School

Accessibility Plan 2020-2023

The Equality Act 2010 requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

	2020-2021	Targets	Strategies	Outcome	Time Frame	Goal Achieved
Short term	Curriculum	Continue to provide a SEND induction for new staff regarding expectations and best practise in the support of children with identified needs. Also provide ongoing support for staff supporting children with less common needs.	Make new staff aware of the learning and environment requirements for children with Dyslexia, Autism or S+L needs. Ensure all staff understand where and how to get information or guidance regarding a particular child's difficulties.	Staff have increased awareness and knowledge about the needs and requirements of children in their care.	Autumn - Spring 2020	SEND induction training completed for new staff in both Autumn and Spring terms. SpLD, VI and HI specialist teachers have continued to support staff to meet the needs of identified children. Herts Steps 6

						<p>hour training for 20 new staff and 3 hour update for all existing staff.</p> <p>Autism training completed by 17 staff (Making Sense of ASD -2hrs) and 3 staff Supporting Chn with ASCN-6 hrs).</p>
	Physical Environment	To replace older class smart boards on an ongoing rolling programme.	Using additional funding to upgrade school hardware.	Smart boards are clearer and easier to access visual displays.	Summer 2021	Smart boards replaced in 8 classrooms.
	Written word	The Google classroom, Tapestry videos and	Staff to provide additional time, video and live	More children are accessing teaching and	Autumn 2020 and Spring 2021	92% of SEND children accessed learning during the Spring

		live lessons to be used by SEND children to access remote teaching.	support for children struggling to access remote teaching resources.	making progress in learning during the lockdown periods.		lockdown period and many parents reported positive levels of engagement.
Medium Term	2021 -22	Targets	Strategies	Outcome	Time Frame	Goal Achieved
	Curriculum	All staff to complete a Certificate in Equality, Diversity and Inclusion on the National College website.	Staff to be given time to complete this training.	All staff to complete this training and gain increased understanding of statutory requirements regarding equality.	Autumn 2021	
		Continue to provide a SEND induction for new staff regarding expectations and best practise in	Make new staff aware of the learning and environment requirements for children with Dyslexia,	Staff have increased awareness and knowledge about the needs and requirements of children in their	Autumn 2021	

		the support of children with identified needs. Also provide ongoing support for staff supporting children with less common needs.	Autism or S+L needs. Ensure all staff understand where and how to get information or guidance regarding a particular child's difficulties.	care.		
	Physical environment	To replace older class smart boards on an ongoing rolling programme.	Using additional funding to upgrade school hardware.	Smart boards are clearer and easier to access visual displays.	Summer 2022	
		To provide a safe changing area for SEND children in reception.	To convert a storage area into a changing space to minimise the disruption to children's learning.	Children are able to be changed safely and quickly within reception.	Autumn 2021	

	Written word	To purchase Clicker Writer and use this resource to support access to the written word on Chromebooks.	Staff to be aware of this resource and how they can use it to support all areas of the curriculum.	More children can access the curriculum and present their ideas.	April 2022	
Long Term	2022-2023	Targets	Strategies	Outcome	Time Frame	Goal Achieved
	Curriculum	Continue to provide a SEND induction for new staff regarding expectations and best practise in the support of children with identified needs. Also provide ongoing support for staff supporting	Make new staff aware of the learning and environment requirements for children with Dyslexia, Autism or S+L needs. Ensure all staff understand where and how to get information or guidance regarding a particular	Staff have increased awareness and knowledge about the needs and requirements of children in their care.	Autumn 2022	

		children with less common needs.	child's difficulties.			
	Physical Environment	To improve the lighting, signage, marking and surface of the car park.	To resurface the car park, upgrade lighting and signs to make them clearer.	To make the entrance area safer and more accessible.	Summer 2023	
	Written Word	To seek parents' views on the accessibility of the written communication received from school.	To survey the parents about accessibility of written communication.	To make reasonable adjustments to written communication based on the outcome of the survey.	Summer 2023	

SpLD - Specific Learning Difficulties, VI - Visual Impairment, HI - Hearing Impairment