



GPS Accessibility Plan 2017 – 2020

Objective	Action	Staff	Time	Resource	Impact on Pupils	Monitoring/ Evaluation
<p>Curriculum Access</p> <p>To ensure that all pupils are well supported to access the curriculum</p>	<p>Learning walk focusing on the learning environment</p> <p>Agreed expectations and consistency of resources and displays</p> <p>Quality first teaching</p> <p>All learners considered in planning, teaching and learning</p> <p>Effective differentiation</p> <p>Needs identified and pupils supported effectively</p> <p>See Appendix 1</p>	<p>JG</p> <p>All classroom staff</p> <p>Pastoral Team</p>	Ongoing	<p>Time to assess the accessibility of venues</p> <p>Time to monitor</p>	All pupils can engage fully on curriculum and make expected and more than expected progress	JG & SLT SENCO
<p>Opportunities to access enrichment and extra-curricular activities available to all</p>	<p>Access considered for all trips</p> <p>Extra-curricular activities and clubs chosen because they allow those with disabilities to access them</p>	<p>JG EJ (EVC)</p>	Ongoing	Time to risk assess potential sites		JG EJ
<p>Physical Access</p> <p>To improve access onto field for those with physical disabilities enabling all our pupils to use the Golden Mile Track</p> <p>To replace paved area with tarmac to facilitate access</p> <p>To lower the kerb on the drop and go areas outside school</p> <p>To improve the front access of school for wheelchair users</p>	<p>Source quotes for Golden Mile Track on field</p> <p>Work with Mersey Forests to build an environmentally friendly track that can be accessed from the playground</p> <p>To source quotes and construction during school holiday</p> <p>Contact the LA to ascertain responsibility and process. Arrange and fund if application for the kerb to be lowered during a school holiday</p> <p>To seek advice from HBC Property Services on most reasonable adjustments. To action the work during school holidays</p>	<p>JG KC AA</p> <p>JG AA</p> <p>JG AA</p> <p>JG AA</p>	<p>Summer 2018</p> <p>Summer 2019</p> <p>Summer 2019</p> <p>Summer 2018</p>	<p>Sports Premium Funding</p> <p>Price TBC</p> <p>Price TBC</p> <p>Price TBC</p>	<p>All pupils including those with physical disabilities will increase their physical activity which will have a positive impact on health and well-being.</p> <p>Wheelchair users can access field.</p> <p>Wheelchair users can travel safely and smoothly</p> <p>Wheelchair users can transfer from car to chair and travel to pavement and then into school with ease</p> <p>Wheelchair users can access school through the front door independently</p>	JG

Information Access	<p>Website to include:</p> <ul style="list-style-type: none"> • SEND information on offer in school and LA • Updates • Useful links <p>School to continue to offer information by email, newsletter leaflet</p> <p>School to ensure information is available in communication friendly format, e.g. size of print, font chosen and colour of paper</p> <p>Dual language format</p> <p>Face to face meetings</p> <p>Access to interpreter/sign language</p>	<p>Staff JG SJ AA</p>	<p>Summer 2018</p>		<p>Parents are kept informed of activities and support available</p> <p>Positive impact on pupils progress</p>	<p>JG</p>
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Reasonable Adjustments Checklist (Appendix 2)

Reasonable Adjustments in the Classroom: A Check List

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers may find useful within school to improve accessibility and remove barriers to learning.

<p>1. Pre-planning information</p> <ul style="list-style-type: none"> Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class? Have you been shown or do you know how these disabled pupils' access needs and personal care needs will be met in the class? If you don't know how the disabled pupils' needs will/can be met seek advice from SENDCO, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals. 	
<p>2. What preparation have you made with the class/ group for:</p> <ul style="list-style-type: none"> one to one peer support collaborative teaming group work valuing difference of race, gender, ethnicity, disability or religion <p>How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?</p>	
<p>3. Lesson planning: how will you support the needs of all learners?</p> <p>Consider:</p> <ul style="list-style-type: none"> - timing, - variation of activities, - types of activities [concrete/abstract], - reinforcement of key ideas, - extension work - recall of previous work, - links to future work, - clear instructions. <ul style="list-style-type: none"> Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all? Are you able to access specially adapted equipment for some students to enable them to participate fully? If not, can an alternative way be found? Will the diversified and differentiated work allow all pupils to experience success at their optimum level? 	
<p>4. What different teaching styles are you going to use?</p> <ul style="list-style-type: none"> Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays? Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing? Kinaesthetic e.g. use movement, role play, artefacts, use the environment 	

<p>5. Prepared materials</p> <ul style="list-style-type: none"> • Are written materials accessible to all: formats; readability; length; content? • Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc., are they accessible to all? • Appropriate use of augmented communication and ICT 	
<p>6. Self presentation</p> <ul style="list-style-type: none"> • Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child? • Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class? • How will you use your voice in the lesson, e.g.: volume, tone, and make sure all children are understanding you? • Where will you position yourself in the classroom and when? 	
<p>7. Use of support staff</p> <ul style="list-style-type: none"> • Have you met with or at least communicated with support staff before the lesson? • How are you going to use other adult support in the lesson? • Does their use allow all children to be equally included in the class activities? • If you are using support staff for withdrawal, how do you know the pupils are gaining from this? • If you are using withdrawal, how are the groups organised? 	
<p>8. Classroom organisation</p> <ul style="list-style-type: none"> • Is seating carefully planned and/or the activity accessible for pupils with: <ul style="list-style-type: none"> - mobility impairments e.g. circulation space, table height - hearing impairments e.g. sight line for lip reading/ interpreter/ no glare - visually impaired e.g. maximise residual sight, if touch can reach - pupils with challenging behaviour e.g. in adult gaze; at front for eye contact - pupils with short attention span/easily distracted, e.g.: sit on own - learning difficulties who need a lot of support, e.g.: next to peer supporter - short attention span, e.g.: distraction free zone • What seating plans are you using and why? • Will seating plans make use of peer support and how? 	
<p>9. How will you organise and group pupils in lessons?</p> <ul style="list-style-type: none"> • Friendship groupings? • Mixed sex/same sex groupings? • Mixed ability/same ability groupings? • Specific pairs of pupils working together, e.g.: stronger reader/weaker reader? 	
<p>10. How will you deal with unexpected incidents?</p> <p>Are you aware of the systems for dealing with unexpected incidents, e.g.: evacuation, fainting or fits, incontinence, medical emergencies?</p>	

<p>11. How will you ensure that all students feel equally valued through their experiences of:</p> <ul style="list-style-type: none"> • the allocation of teacher and support staff time; • being listened to/paid attention to; • being respected; • achieving; • interacting with their peers. 	
<p>12. How will you assess the outcomes?</p> <ul style="list-style-type: none"> • Do you have a scheme for assessing the achievements of all? • Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self-evaluation? • How will you involve pupils in assessing their progress? 	