

## HYDE PARK JUNIOR SCHOOL ACCESSIBILITY PLAN

ELEMENT	ALREADY IN PLACE	2011-2012 FOCUS	2012-2014 FOCUS	Ongoing notes
CURRICULUM PLANNING	<ul style="list-style-type: none"> <li>Varied groups &amp; Paired Reading (Y3-4)</li> <li>P Scale curriculum</li> <li>Review year intake with KS1 SENCO</li> <li>Y6-Y7 transition strong liaison, esp. SEN pre visits</li> <li>All areas of curriculum accessed by all</li> <li>Both residential trips can accommodate children's needs identified in current and projected cohorts</li> <li>New Curriculum Planning VAK based</li> <li>IEPs in place, shared and evaluated 3x year</li> <li>Co-ordination of internal transition</li> <li>SENCO time with staff, TAs</li> <li>Develop a consistent proforma for lesson planning</li> <li>Review KS1 intake, not just Y2</li> <li>Targeted differentiation</li> <li>Continue to build up dedicated SEN resources for IWBs and laptops</li> <li>Review and evaluate new curriculum in light of disabled pupils</li> <li>Review and evaluate new curriculum in light of disabled pupils</li> </ul>	<ul style="list-style-type: none"> <li>Targeted differentiation</li> <li>Continue to build up dedicated SEN resources for IWBs and laptops</li> <li>Review and evaluate new curriculum in light of disabled pupils</li> <li>Create might objectives for G, A &amp; T pupils</li> <li>Create an Exercise club for dyspraxic/motor difficulties</li> <li>Continue Exercise club, incorporating overweight pupils</li> <li>Introduce Yoga for stressed pupils</li> <li>Buy an ipad and software to promote curriculum access for a child with motor difficulties</li> <li>Offer counselling by a trained pupil counsellor in school</li> </ul>	<ul style="list-style-type: none"> <li>Offer counselling by a trained pupil counsellor in school</li> <li>Targeted differentiation for SEN pupils lower than Must target</li> <li>Train more staff in anger management training</li> <li>Buy coloured paper books to meet the needs of scotopic pupils</li> <li>Offer RM tutoring for vulnerable groups outside of the school day</li> <li>Make intervention groups daily and focused</li> </ul>	

TIMETABLE	<ul style="list-style-type: none"> <li>• Introduced visual timetables across the school</li> <li>• Subject time varies according to availability</li> <li>• Demonstrating awareness of individual needs and time (eg. J.Hem)</li> <li>• Additional time for completion of tasks eg. FM PE changing + Neo boards for boys (IT)</li> <li>• Assembly time change to suit SEN pupils</li> <li>• Facilitating early arrival for pupils with SEN.</li> <li>• Developing use of visual timetables and cues across the curriculum (eg history key word picture prompt sheets)</li> <li>• New curriculum more time allocated to hands on creative activities (ECM / E+E)</li> <li>• Evaluate the use of visual timetables and cues across the curriculum</li> <li>• Timetable specific activities to enrich the curriculum for all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Offer pupil mentor time for vulnerable pupils</li> <li>• Evaluate the use of visual timetables and cues across the curriculum</li> <li>• Create a working Party to create Enrichment Week for all pupils in Summer Term</li> <li>• Enrichment week based on increasing global awareness and respect via World Cup Theme</li> </ul>	<ul style="list-style-type: none"> <li>• Put reading skills in at the start of every day to close the skill gap</li> <li>• Invest in Accelerated Reader using Pupil Premium Money to track pupil Reading Comprehension and use the resources in every class at the start of every day</li> <li>• Research best use of Teaching Assistant time in terms of impact on learning.</li> </ul>	
ASSESSMENT	<ul style="list-style-type: none"> <li>• Basic skills renewed Nov 2006</li> <li>• Sports Mark achieved 2006</li> <li>• International Sports Award Oct 2006</li> <li>• Healthy Schools Award Sept 2006</li> <li>• Use P scales with JH</li> <li>• Use special arrangements and internal assessments eg. Readers, enlarged print etc</li> <li>• Use PAT data and FFT data to identify underachievement</li> <li>• Class profiling training given and now in place. Investigating integrated assessment system (HT Perf. Mgt. Target)</li> <li>• Pilot RAISE-ONLINE school for Plymouth</li> <li>• Staff Teams checking cohort and identified disabled progress termly</li> </ul>	<ul style="list-style-type: none"> <li>• Track two levels progress in English and maths for all pupils</li> <li>• Create points baseline data with our own data as well as Infant data</li> <li>• Find a way to validate Level 6 data</li> <li>• Embed KS3 tests in top set Year 6</li> <li>• Trial Rising Stars assessment in</li> </ul>	<ul style="list-style-type: none"> <li>• Use assessment data to identify pupils at risk of not making 2 levels progress and offer RM pre-school sessions or 1-1 writing conferencing.</li> <li>• Assess the effectiveness of Level6 teaching and identify top set weaknesses</li> <li>• Rising Stars</li> </ul>	

	<ul style="list-style-type: none"> <li>• TLR's allocated to track whole school progress of identified disabled groups</li> <li>•</li> </ul>	<p>English and Maths across the school</p> <ul style="list-style-type: none"> <li>• Introduce pupil tracker</li> <li>• Evaluate success of pre/post Rising stars and linked unit set shuffles</li> </ul>	<p>writing consistency and reliability causing concern- explore other options</p> <ul style="list-style-type: none"> <li>• Introduce pupil tracker in foundation subjects</li> </ul>	
TEACHING AND LEARNING STRATEGIES	<ul style="list-style-type: none"> <li>• Use of clear / concise language and pace of delivery identified in lesson observation</li> <li>• JH use of 'Spirals'</li> <li>• Some equipment in school modified for dyspraxic children eg. Pencil grip, writing board, balance boards</li> <li>• Purchased new resources for pupils working on P-Scales eg. JH</li> <li>• Purchased new resources to identify dyslexic pupils and address their needs eg COPS – TA training in progress</li> <li>• New reading scheme purchased for pupils with low reading levels, and targeted short term TA provision put in place</li> <li>• Specific intervention groups identified and progress tracked</li> <li>• Purchased 30 AlphaSmarts as alternative means of recording, and laptops for Y3.</li> <li>• Laptops available for home use for identified SEN pupils.</li> <li>• Promoting independence in disabled pupils, eg PECS timetables, pictorial reminder cards</li> <li>• Seating plans take account of special needs eg. Visual / hearing impairment near front (monitored through lesson observations)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop multi sensory resources for new curriculum</li> <li>• SEN budget purchase more modified equipment for other disabled pupils</li> <li>• Rolling out laptop provision so that 18 are available in each year group by September 2007</li> <li>• Training in differentiation using laptops to be given to all staff</li> <li>• Roll out precision teaching training programme</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop resources for disabled pupils</li> <li>• Use Star Early Literacy assessments to identify weaknesses in struggling pupils, and then create a specific resource bank to identify issues</li> </ul>	

<p>WIDER SCHOOL COMMUNITY AND CURRICULUM (cross reference to community cohesion plan)</p>	<ul style="list-style-type: none"> <li>• Planned in whole school anti bullying respect assemblies September to October each year.</li> <li>• Whole school behavioural policy consistently applied</li> <li>• Pupil and parent COCENTRA questionnaires evidence of effectiveness of anti-bullying strategies</li> <li>• All staff understand school asthma policy and support pupils independent use of inhalers. Clear medicines policy in school.</li> <li>• Autumn 2006 epi-pen training for all staff</li> <li>• Disabled pupils identified in staff room</li> <li>• Healthy schools award and Questionnaire evidence of strong pastoral support system</li> <li>• SENCO nurture group well used</li> <li>• Selected disabled pupils given responsibilities around building</li> <li>• By end of 2006/07 all pupils will have represented the school in a sports activity</li> <li>• Vast majority of pupils attend at least one club in school</li> <li>• 2005 3 disabled pupils took part in Panathlon in Bristol.</li> <li>• 30 pupils trained as peer mediators. 24 pupils trained as play leaders for social support on playground.</li> <li>• Pastoral governor on playground one lunchtime per week, pastoral TLR also 'around'</li> <li>• Pilot SEBS school without 'outstanding' implementation (OFSTED).</li> <li>• SEAL taught across school on weekly basis</li> <li>• Y3 piloting OURTIME</li> <li>• Social interaction chart for mixed grouping arrangements in Y6</li> </ul>	<ul style="list-style-type: none"> <li>• Mediation training sought for next cohort</li> <li>• Review anti-bullying policy with school council and wider community.</li> <li>• Appoint a PSA to create an active parent support programme</li> <li>• Send out questionnaires to evaluate community opinion</li> <li>• Investigate the Childrens University Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Send out questionnaires to evaluate community opinion</li> <li>• Buy a passport for all new pupils for the Children's University.</li> <li>• All school clubs to be accredited where possible</li> <li>• All pupils to join at least one club with the aim that every child is to graduate</li> <li>• Interview the pupils who choose not to participate...why not?</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Effective links with school nurse, Behaviour Support Team, EdPsych, etc</li> <li>• Anger management for particular pupils</li> <li>• 2 pupils referred to art therapy</li> <li>• Effective drama club and wide variety of other creative activities on extra-curricular activities</li> <li>• Trapeze club onsite to develop gross motor skills</li> <li>• 125 pupils including several pupils with special needs take music lessons.</li> <li>• Quality marks across curriculum listed above</li> <li>• Confidential log book in staff room to aid communication</li> <li>• October 2006 staff trained in child protection and safe handling for pupils</li> <li>• Headteacher involved in regular children in need meetings</li> <li>• SENCO runs monthly parenting classes to help parents support their children's needs eg homework, health issues etc.</li> <li>• Create a parent drop in clinic in basement hall weekly to facilitate family worker communicating about local provided support services</li> <li>• Complete whole school development work towards attaining the inclusion kitemark.</li> <li>• Mediation training sought for next cohort</li> <li>• Develop staff room inclusion board to extend scope of pupils identified</li> <li>• Staff training to focus on the integration of pupils with disabilities using the 'Working together for Inclusion Guidance'.</li> <li>• Develop the anti-bullying policy to tie in with the LA HR model policy, to include a wider harassment and bullying focus.</li> </ul>			
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BUILDING	<ul style="list-style-type: none"> <li>• Deputy Heads office temporarily adapted as quiet working room for profoundly autistic child until ready for greater levels of class integration</li> <li>• Non-slip surfaces on all floors</li> <li>• Handrails on all staircases</li> <li>• Edges of all stairwell steps highlighted</li> <li>• Contrasting wall colours on stair wells</li> <li>• Reduced height of reception hatch to be more inclusive</li> <li>• Purchased new modern work tables for every classroom July 2006</li> <li>• Blinds in every classroom Develop toilet facilities on top corridor, and create modern facilities on top playground.</li> <li>• Creation of 'The Meeting Room' as base for multi-support needs eg. School nurse, speech therapy, ed psych, etc.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Range of new play equipment for Positive Play</li> <li>• Quiet area of playground to give opportunities for one to one play, reading and quiet activities</li> <li>Pavilion built for pupils who prefer sheltered, supervised area <ul style="list-style-type: none"> <li>• Highlight edges of all steps in school</li> <li>• Walk-around with visually impaired parent for planning advice.</li> </ul> </li> <li>• Quiet area games to be bought</li> </ul>		
TRANSPORT	<ul style="list-style-type: none"> <li>• School Travel Plan in place</li> </ul>			
SUPPORT REQUIRED	<ul style="list-style-type: none"> <li>• SEN allowance stirred in to salaries of LSAs with one-to-one children.</li> <li>• Good use made of community volunteers to provide extra support for disabled pupils.</li> <li>• BST use peer support to develop the social communication skills of identified pupils</li> </ul>			