

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

TIMETABLE	<ul style="list-style-type: none"> • Introduced visual timetables across the school • Subject time varies according to availability • Demonstrating awareness of individual needs and time (eg. J.Hem) • Additional time for completion of tasks eg. FM PE changing + Neo boards for boys (IT) • Assembly time change to suit SEN pupils • Facilitating early arrival for pupils with SEN. • Developing use of visual timetables and cues across the curriculum (eg history key word picture prompt sheets) • New curriculum more time allocated to hands on creative activities (ECM / E+E) • Evaluate the use of visual timetables and cues across the curriculum • Timetable specific activities to enrich the curriculum for all pupils 	<ul style="list-style-type: none"> • Offer pupil mentor time for vulnerable pupils • Evaluate the use of visual timetables and cues across the curriculum • Create a working Party to create Enrichment Week for all pupils in Summer Term • Enrichment week based on increasing global awareness and respect via World Cup Theme 	<ul style="list-style-type: none"> • Put reading skills in at the start of every day to close the skill gap • 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 • Research best use of Teaching Assistant time in terms of impact on learning. 	
ASSESSMENT	<ul style="list-style-type: none"> • Basic skills renewed Nov 2006 • Sports Mark achieved 2006 • International Sports Award Oct 2006 • Healthy Schools Award Sept 2006 • Use P scales with JH • Use special arrangements and internal assessments eg. Readers, enlarged print etc • Use PAT data and FFT data to identify underachievement • Class profiling training given and now in place. Investigating integrated assessment system (HT Perf. Mgt. Target) • Pilot RAISE-ONLINE school for Plymouth • Staff Teams checking cohort and identified disabled progress termly 	<ul style="list-style-type: none"> • Track two levels progress in English and maths for all pupils • Create points baseline data with our own data as well as Infant data • Find a way to validate Level 6 data • Embed KS3 tests in top set Year 6 • Trial Rising Stars assessment in 	<ul style="list-style-type: none"> • 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. • Assess the effectiveness of Level6 teaching and identify top set weaknesses • Rising Stars 	

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

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