

Accessibility Planning Objectives:

School Name- Rookery School

Dates: From Sept 2015 to Sept 18 (3years)

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The Department for Education (DfE) has published advice on the Equality Act for schools, which explains on page 29 that schools must 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

Accessibility Plan Code

C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone?

Vision and values

‘The school has many strengths the most notable being the care and support provided for every learner. This thoroughly inclusive school has an excellent understanding of the personal needs of every pupil, especially pupils with SEN or whose circumstances make them vulnerable.’

OFSTED 2010

‘Disabled pupils and those with special educational needs are well taught’

OFSTED 2013

Rookery follows the Birmingham inclusion strategy;



Inclusion is a process that entitles all learners

- **to a broad, relevant and stimulating curriculum**
- **in the environment that will have the greatest impact on their learning**
- **where they are able to learn, play and develop alongside each other within their local community of schools.**

Every learning environment should meet the needs of learners, families and communities and have access to effective and efficient use of resources to enable this to happen.

Every pupil with SEN, disability, and at risk of social exclusion has an entitlement to fulfil their potential. This is achieved by ensuring the wellbeing of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being. These outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional wellbeing; assessment for learning which engages pupils in having a say about their progress and SEN provision; and partnership with parents/carers, other schools and the local community.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

There are approximately 20% of the school population currently identified with SEN and/or disabilities.

Key area for development



- Improve attainment for children with SEND

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility Planning Code (C,E,I)	Actions			Evidence to be collected to measure progress	Dates (from and to)
		How	Who (Lead person)	Resources		
Continue to improve outcomes in phonics for children in KS1 with SEN&D	C,I,E	CPD in Read Write Inc (RWI)	DL NC	RWI resources	Continue to Improve % of Y1 children achieve the phonics standard for Y1 Achieved 2015 -National 77% School 77% Disadvantaged pupils National 66% School 87% Increase % of children with SEN & D who achieve the phonics standard from 43% to 60% (National 42%	From sept 2015
		Monitor children’s progress carefully in F/Y1/Y2	SS KS	Management time		

<p>Improve outcomes in reading for children with SEN&D. (especially boys)</p>	<p>C,I, E</p>	<p>RWI programme used consistently by staff.</p> <p>HLTAs trained and highly skilled in using the RWI programme.</p> <p>Speech and language therapist employed by school 1 day a week.</p> <p>Following is part of all teachers appraisal process;</p> <p>Personalising learning based on professional curiosity and care (KS2) Ensure whole school programmes are consistently taught</p> <p>RWI Spelling</p> <p>RWI 1 to 1</p> <p>RWI Fresh Start</p> <p>Tables practice (drilling)</p> <p>PSPs</p> <p>EEC</p> <p>EYFS (ECAT/ Speech and language support)</p> <p>PSPs work with parents</p>	<p>DL</p> <p>NC</p> <p>EF</p> <p>Teachers</p> <p>HLTAs</p> <p>Speech and Language therapist – work around understanding of language.</p>	<p>RWI</p> <p>RWI training days.</p>	<p>KS1</p> <p>Current national reading picture ‘At expected’ levels 82%</p> <p>School 79%</p> <p>Target: to move above nationally expected levels to 85%</p> <p>KS2</p> <p><i>2015 84% At nationally expected levels.</i></p> <p><i>Target; to move towards our global target of 90% At nationally expected levels.</i></p>	<p>From sept 2015</p>
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<p>Improve outcomes in Maths for children with SEN & D</p>	<p>C,I,E</p>	<p>Children to achieve fluency in number so they reach age related benchmarks in recall of number facts.</p> <p>Planned programme of learning and testing linked to assertive mentoring/ dojo rewards</p> <p>Children love the challenge of learning and are resilient to failure Rewards through dojo linked to resilience</p> <p>Children know how to reason based on secure strategies.</p> <p>Rising stars Maths Scheme Focus on reasoning in lessons</p> <p>New planning format to: 1) Encourage teacher strategies to enable children with SEND to reach nationally expected levels. 2) Ensure children have an understanding of what the expected level is.</p> <p>Children can apply their mathematical knowledge across the curriculum.</p> <p>Focus on the application of</p>	<p>EB</p> <p>JB</p> <p>EF</p> <p>All teaching staff</p> <p>All support staff</p>	<p>Rising stars Maths scheme Purchased</p> <p>Numicon</p>	<p>KS2 2015 73% At nationally expected levels. <i>Target; to move towards our global target by achieving 90% At nationally expected levels by 2017</i></p>	<p>Sept 2015</p>
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		<p>previously taught skills. Children broaden and deepen their learning.</p> <p>Children use jottings and resources appropriately to support learning.</p> <p>Encourage children to jot and reward through Dojo.</p> <p>Use of visual/concrete resources encouraged in all Maths sessions.</p>				
<ul style="list-style-type: none"> Continue to develop staff knowledge of assessment without levels (AWL) Develop children's knowledge of AWL Develop parents understanding of AWL 	C,I	<p>Each teacher to : Develop portfolios for an 'At' 'Exceeding' and 'Below' child to develop a shared understanding of what 'At' national expectations means.</p> <p>New planning format to support planning for children with SEN to enable them to reach 'At'</p> <p>Planning to show how children are supported to understand the national expectation for that session.</p> <p>Assertive mentoring process and 'parent sharings' to develop parents Knowledge of AWL.</p>	EB/DL IST Coordinators NC, JB	CPD PPA Management time	<p>Staff knowledge increased and used to plan effective and appropriately pitched sessions.</p> <p>Assessments are moderated and agreed.</p>	Jan 16- Dec 16

<ul style="list-style-type: none"> Continue to improve the quality of feedback children receive. 	C,I	<p>Review and evaluate marking and feedback policy.</p> <p>Link feedback to dojo rewards.</p> <p>Increase use of codes to support children's understanding of the feedback.</p>	EB	PPA Management time CPD Staff meeting time.	Quality of feedback is improved and children move forward with their learning when responding to feedback.	Jan 16
<ul style="list-style-type: none"> Ensure support and advisory services are involved early in the Foundation stage to identify and support children needs 	C,E,I	New nursery manager to strengthen links to Children's Centre and early support services.	Nursery manager Pastoral Manager SS EB EF (SENCO) KS	Pastoral meetings	Early intervention supports individual children with SEN to make the maximum potential progress	Sept 15- Dec 16
<ul style="list-style-type: none"> Widen the staff's knowledge of how to improve outcomes for children with speech and language needs. 	C,I,E	School speech and language therapist to provide support and CPD for staff as required.	Speech and Language Therapist	Time to be built into the speech and language support timetable for discussions with staff	Improved knowledge of speech and language difficulties – children receive better support.	Sept 15 – Sept 17

<ul style="list-style-type: none"> Continue to improve the outcomes for children with ASC/ADHD in the main school and the Resource Base. 	C,I,E	<p>Ensure staff in the main school are confident with strategies to support children from the Resource Base to enable successful integration into sessions</p> <p>Train all teachers to Level 2 of Autism awareness standards</p> <p>Complete one page profiles for all children with ASC in the main school</p> <p>Encourage parents of children with ASC to complete the 'Cygnet Programme' (to be run at Rookery)</p>	<p>EB AH(EP) SENCO Resource Base Staff</p> <p>Communication and Autism Team (YV)</p> <p>KG</p>	CPD Pastoral meetings	<p>Children from the Resource base are successfully integrated into class.</p> <p>Strategies are identified and used in the classroom and at home.</p> <p>Parents are confident supporting their children at home.</p> <p>There are shared strategies between home and school.</p>	<p>Jan 16- Jan 17</p> <p>March 16</p>
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<ul style="list-style-type: none"> All children and young people to contribute towards their learning goals. 	C,I	<p>Learning goals are set through 1:1 teacher/pupil coaching sessions during the assertive mentoring process.</p> <p>Grammar target to be written by children at start of each piece of learning.</p>	Pastoral team	Assertive mentoring process	Children are engaged with their targets and next learning steps.	Sept 15- July 17 Ongoing
<ul style="list-style-type: none"> Support children with anxiety and/or depression to overcome their barriers to learning. 	C,E	<p>Phase leader trained in 'Friends for Life' intervention.</p> <p>Pastoral team to select children from across KS2 exhibiting signs of anxiety and depression</p> <p>Intervention to run for 1 hour a week</p>	<p>Pastoral Phase leader (MH)</p> <p>Pastoral team</p> <p>Pastoral Phase leader (MH)</p>	<p>CPD</p> <p>Cover required</p>	<p>Children better able to access the curriculum</p> <p>Improved engagement with learning.</p>	On going
<ul style="list-style-type: none"> Ensure children with SEN&D are receiving their full entitlement to education. 	C, I	<p>Review attendance data</p> <p>Use the 'spotlighting' intervention as necessary.</p> <p>Monitor attendance and follow process as necessary.</p>	EB Pastoral Manager (SR)	<p>Management time</p> <p>CPD – Spotlighting training 28th Jan 2013</p>	Improved attendance for children with SEN &D	Sept 15 Ongoing

This plan can be extended and new boxes added to be responsive to the individual school circumstances.

Please submit the 3 year dates of your plan through our website www.beps.org.uk