



Monkton Park Primary School

Accessibility Report 2024-2027



Improve the availability of accessible information to pupils with disabilities

Current Good Practice

The school currently has a comprehensive SEN information report in place which is regularly reviewed to ensure the information is clear, available on mobile devices, and presented in a family-friendly way. The school also holds review meetings with parents at times they are able to attend, and pupils are supported in a number of ways including from teachers, teaching assistants, and the family link worker. Children's views for annual reviews using methods suitable for the child's ability e.g. Makaton, clicker or visuals. Where appropriate children attend part of the meeting.

Objectives and Action Plan

Objective	Actions to be Taken	Success Criteria	Person Responsible	Timeframe
Ensure hard copy of SEN information plan and accessibility plan is available for families who do not have internet access	<ul style="list-style-type: none"> - Produce printed copies of the SEN information plan and accessibility plan - Distribute copies to families who request them or are identified as not having internet access - Promote the availability of hard copies through school newsletters and other communications 	<ul style="list-style-type: none"> - All families without internet access have received a hard copy of the SEN information plan and accessibility plan - Feedback from families indicates they are aware of and able to access the hard copy documents 	HT	Within 1 term
Promote the 'SEND Information, Advice and Support Service' (SENDIASS)	<ul style="list-style-type: none"> - Include information about SENDIASS in school newsletters and on the school website - Invite SENDIASS representatives to school events to provide information and support to families - Ensure all staff are aware of SENDIASS and can signpost families to the service 	<ul style="list-style-type: none"> - Increased awareness and uptake of SENDIASS support among families of pupils with SEND - Positive feedback from families about the helpfulness of SENDIASS 	SENCo, Family Link Worker HT	Ongoing
Develop provision of information in different languages	<ul style="list-style-type: none"> - Identify the most common languages spoken by families in the school community - Translate key documents, such as the SEN information report and accessibility plan, into these languages - Ensure translated documents are easily 	<ul style="list-style-type: none"> - Key documents are available in the most commonly spoken languages in the school community - Families report that they can easily access information in their preferred language 	School Business Manager, admin team	Within 2 terms



Objective	Actions to be Taken	Success Criteria	Person Responsible	Timeframe
	accessible on the school website and available in hard copy			
Develop provision of information in a variety of formats including: easy read; large print; symbols; audio	Provision for Parents/Carers Review current information formats and identify areas for improvement - Produce key documents in easy read, large print, symbol-based, and audio formats - Ensure all formats are easily accessible on the school website and available in hard copy	- A range of accessible information formats are available for families - Positive feedback from families about the accessibility of the school's information	HT, admin team	Within 3 terms
	Provision for Pupils - Reduce fatigue by displaying texts on screen on coloured backgrounds - Ensure that texts are presented in an accessible size - Use now next to help structure activities (and the transition between them) - Use visuals to reinforce meaning of text (dual coding)	- Evidence that a range of adaptations are made for pupils to ensure equitable access to the curriculum	SLT, SENCo	Ongoing
Develop parent voice in the writing of IEPs	- Review and introduce system for gathering parent voice in the writing and reviewing of IEPs - Ensure agreed dates for the input of parent voice are understood by all staff - Parents signposted to SENDIASS when IEPs sent home.	- IEPs contain parent section which is completed on all IEPs	SENCo, HT	By December 2024



Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Current Good Practice

The school has made good progress in improving the physical environment to support pupils with disabilities. Key stage 2 pupils have access to accessible toilets and a calm intervention area with booths has been created. The school has also developed a bungalow that includes a nurture room and level access, as well as an accessible toilet. Low handrails have been installed for internal steps. A calm playground area has also been created to benefit pupils who struggle more in the main play areas. Classrooms have been designed with a calm, neutral environment using hessian displays. Classrooms are carpeted and most have ceiling tiles to creating a hearing impairment friendly environment. Every classroom has a visualizer and interactive whiteboard and Chromebooks are used to improve access to our curriculum.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Ensure further adaptations to the multi-level site so that people with disabilities can access the majority of the site using any route	<ul style="list-style-type: none"> - Conduct a comprehensive accessibility audit of the site to identify areas that require adaptations - Develop a plan to install ramps or other accessibility features to provide multiple accessible routes throughout the school - Prioritise adaptations based on the needs of the current pupil population and anticipated future needs 	<ul style="list-style-type: none"> - All main areas of the school can be accessed by pupils, staff, and visitors with disabilities using at least one accessible route - Feedback from the school community indicates improved accessibility and ease of movement around the site 	SBM, HT	Within 12 months
Provide safe, accessible pathways from both Key Stage 1 and Key Stage 2 playgrounds to the school track	<ul style="list-style-type: none"> - Install level, well-marked pathways from each playground to the track - Ensure pathways are wide enough to accommodate wheelchair users and have appropriate tactile paving or other features to support pupils with visual impairments 	<ul style="list-style-type: none"> - Pupils with disabilities can independently and safely access the track from both playgrounds - No reported incidents of accessibility issues when using the pathways 	HT, SBM	Within 6 months
Ensure Key Stage 1 has	<ul style="list-style-type: none"> - Conduct an audit of existing toilet and changing facilities in Key Stage 1 	<ul style="list-style-type: none"> - All Key Stage 1 pupils have access to at least one accessible toilet and changing facility 	HT, SBM	Within 9 months



Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
access to accessible toilets and changing facilities	<ul style="list-style-type: none"> - Identify and convert suitable spaces to create accessible toilets and changing areas - Ensure appropriate signage and equipment (e.g., height-adjustable sinks, grab rails) is installed 	<ul style="list-style-type: none"> - Positive feedback from pupils, staff, and parents/carers regarding the availability and suitability of the facilities 		
Improve the acoustics in the bungalow intervention rooms	<ul style="list-style-type: none"> - Assess the current acoustic properties of the bungalow intervention rooms - Install sound-absorbing panels, acoustic ceiling tiles, or other measures to reduce echo and improve sound quality - Seek feedback from staff and pupils using the intervention rooms to ensure the improvements are effective - Add rugs on the bungalow classroom floors 	<ul style="list-style-type: none"> - Reduced echo and improved sound quality in the bungalow intervention rooms - Positive feedback from staff and pupils regarding the acoustic environment 	HT	Within 6 months
Ensure appropriate signage is in place for pupils with visual impairments and in picture form for those with communication and language difficulties	<ul style="list-style-type: none"> - Conduct an audit of existing signage throughout the school - Develop and install new signage that incorporates braille, tactile elements, and pictorial representations as appropriate - Ensure signage is placed at accessible heights and locations 	<ul style="list-style-type: none"> - All key areas of the school have signage that is accessible to pupils with visual impairments and communication/language difficulties - Positive feedback from the school community regarding the clarity and usefulness of the signage 	SENCo, teachers	Within 9 months



Increase the extent to which pupils with disabilities can participate in the curriculum

Current Good Practice

The school has a strong foundation of inclusive practices to support the participation of pupils with disabilities in the curriculum. There are high aspirations and expectations for all pupils, including those with SEND. Pupils with disabilities are actively encouraged to take part in a wide range of activities, including music and physical education. The school has an effective assess, plan, do, review cycle in place to ensure individual education plans (IEPs) are up-to-date and tailored to individual needs. The SENCO also facilitates regular SEN surgeries, enabling teachers to seek advice and plan for necessary adaptations. Developing adaptive teaching is a key priority in the school's development plan, and the provision of Chromebooks and visualisers in all classrooms helps to improve access to technology and learning resources. Staff have a good awareness of pupils' medical needs and physical impairments which ensures all children can access the curriculum safely and their needs are met e.g. diabetes, hearing, toilet, allergies.

Objectives and Action Plan

Objective	Actions to be Taken	Success Criteria	Person Responsible	Timeframe
Develop staff awareness and breadth of knowledge of SEND, including communication & language and ASD	<ul style="list-style-type: none"> - Provide targeted SEND training for all teaching staff, focusing on communication & language and ASD - Facilitate peer-to-peer learning opportunities, such as lesson observations and joint planning sessions, to share effective strategies for supporting pupils with SEND - Ensure all staff have access to up-to-date information and resources on different SEND needs and appropriate teaching approaches 	<ul style="list-style-type: none"> - All teaching staff demonstrate increased knowledge and confidence in supporting pupils with communication & language and ASD needs - Lesson observations and pupil progress data show improved differentiation and adaptation of teaching to meet the needs of pupils with SEND 	SENCO, HT	1 academic year
Develop a long-term plan for additional needs training, such as AET training	<ul style="list-style-type: none"> - Conduct a training needs analysis to identify areas for development - Research and evaluate different training programmes, such as AET, to determine the most appropriate options - Develop a 3-year training plan, including timelines and budget considerations, to ensure all staff receive the necessary SEND training 	<ul style="list-style-type: none"> - A comprehensive 3-year SEND training plan is in place, with clear timelines and budget allocations - All teaching staff have completed relevant SEND training, as outlined in the plan 	SENCO, Senior Leadership Team	3 academic years
Ensure homework is	<ul style="list-style-type: none"> - Review the current homework policy and identify barriers to accessibility for pupils with 	<ul style="list-style-type: none"> - A new, inclusive homework policy is in place and communicated to all stakeholders 	DHT, SENCO	1 academic year



Objective	Actions to be Taken	Success Criteria	Person Responsible	Timeframe
accessible to all pupils through the development of a new homework policy	SEND - Consult with parents, pupils, and staff to gather feedback and ideas for improving homework accessibility - Develop a new homework policy that includes clear guidelines on providing differentiated and accessible homework tasks, as well as the use of technology and alternative formats - Provide training for teachers on implementing the new homework policy	- Pupil and parent feedback indicates increased satisfaction with the accessibility of homework - Lesson observations and work scrutiny show that teachers are effectively implementing the new homework policy		
Develop technology provision for KS1 pupils	- Assess the current technology provision and identify gaps in access for KS1 pupils, particularly those with SEND - Investigate and procure appropriate, accessible technology solutions for KS1 classrooms, such as touchscreen devices and assistive software - Provide training for KS1 teachers on the effective use of new technology to support pupils with SEND - Monitor the impact of the new technology provision on pupil engagement and learning outcomes	- All KS1 classrooms are equipped with appropriate, accessible technology solutions - KS1 teachers demonstrate competent use of new technology to support pupils with SEND - Pupil progress data and feedback show improved engagement and learning outcomes for KS1 pupils with SEND	HT, SENCO	1 academic year
Support children with SEND or who are eligible for pupil premium to access a wider range of clubs	- Identify parents who don't engage with electronic correspondence and support these parents to be able to sign up for extracurricular activities. - Before clubs are announced identify children who have not accessed a club	The % of vulnerable pupils participating in extracurricular clubs increases over time.	PP leader, HT, SENCO	Ongoing – at least termly



Objective	Actions to be Taken	Success Criteria	Person Responsible	Timeframe
	<ul style="list-style-type: none">- Pupil voice- identify clubs that children with SEN or who are eligible for PP would like to attend- Monitor participation across clubs for vulnerable groups- Monitor participation across groups such as SEN			