Robin Hood Primary School
Accessibility Plan Spring 2022 – Spring 2025

Increasing Pupil Participation in the School Curriculum

Provision and strategies already in place:

- School clubs, sporting, cultural activities and school visits are accessible to all pupils including pupils with identified barriers to learning and participation. Actions include risk assessment, provision of additional support and/or resources.
- School Council involved in decision making
- Pupil voice used in decision making
- The school makes full use of a range of LA support service, health professionals and the community
- The school SENDCO attends LA / NST networks and SENDCO Conference to keep abreast of new ideas/sharing good practice
- Member of Aspire Learning Partnership and Nottingham Schools' Trust for cross school collaboration and sharing good practice of SEND
- Individual Pupil Profiling in place for pupils supported at SEN and EHCP
- Engagement Model / B Squared assessments and materials to be used and supported across the NST
- Provision Mapping to show support strategies used for SEND children
- SEND Support children attend their reviews termly
- Universal Offer includes understanding of dyslexia friendly classroom, and electronic information available to all staff
- School makes full use of outdoor spaces developed and landscaped to ensure equal access to gardening, ponds, hens, Forest Schools and planted areas to explore aspects of the curriculum to enhance learning

	Targets	Strategies	Outcomes	Timeframe	Goals achieved
Short-Term	Establish consistent approach for SEND learners needing visual prompts, cues and support in anticipating future events	Visual Timetables with symbols in all learning areas including individual, desktop copies where needed. Monitoring via SENDCO	Reduced anxiety removing barriers to learning because of cognitive loading.	Spring 2023 review	• Visual Timetables in classrooms • Child SEND on page with detail of targets for each child so all staff aware when working with individual chn with SEND
Medium-term	Continue to develop specialist provision for pupils with SEND In bespoke area (Hayroom and Hub / Foxhole) to include R2i strategies and CBT and to enable full inclusion for pupils experiencing challenges.	CPD staff (CBT) Support and supervision for staff (CEPS)	Greater skill in identifying and supporting issues where CBT will be helpful to CYP in order to enable good learning and participation	Summer 2023 Review for 23-24	**Continued staff CPD –** See training log Trips to specialist setting for chn working with individuals with complex needs
Long-term	Develop staff knowledge and use of Makaton across the school to support all learners with communication challenges	Whole staff CPD via School Makaton Champion (KC)	All learners have equal access to lessons	Autumn 2023 - review	KC lead on Makaton

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Improving the physical environment

Provision and strategies already in place:

- Following extensive rebuilding and remodelling the whole of the school building is accessible.
- The school grounds have been remodelled and include an entrance plaza, central heart space, tree house,
- We have a platform passenger lift
- School has available; specialist equipment, specialist digital equipment and software
- Classroom furniture has been well chosen to ensure the well being of pupils.
- Every classroom is fitted with blinds where required
- The edges of the steps around the grounds have been painted
- Raised slabs to indicate a slope or steps
- Five accessible toilets and a hygiene suite with a hoist and shower unit
- Playground equipment to improve play and lunch times
- All areas of the school fully accessible inside and out
- All classrooms have large interactive screens and KS2 all use Apple TV's to support engagement in learning (1:2:1 ipad model approach)

The school supports pupils with significant barriers to learning and participation with difficulties in the following areas: learning, communication and interaction, physical needs and behaviour.

	Targets	Strategies	Outcomes	Timeframe	Goals achieved
Short-Term	Improve accessibility around playground entry from car park to support wheelchair accessible raised beds	Removing fences, extending flat, paved areas and widening spaces between beds and eco greenhouse	Wheelchair bound users and mobility restricted users able to fully access.	Autumn 2023 - review	Fencing removed. Areas externally accessible
Medium-term	Improve access to physical strengthening and balancing apparatus for all pupils	Develop level access outdoor fitness gym areas in both key stages to supplement current fixed play apparatus, accessible to all	All pupils able to access and benefit from apparatus to promote improved coordination, strength, stamina, balance and wellbeing	Summer 2022	School outdoor gym – still aiming to receive funding
Long term	Develop Sensory Garden	Research and access funding (Children in Need, National Lottery Funding, Comic Relief UK, Greggs Foundation) Source materials Engage staff and volunteers to build Maintain	An area of the school grounds accessible to all pupils and the community providing a sensory approach to exploration and enjoyment of the environment	Summer 2023	Review – MA lead

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Improving the delivery of information

Provision and strategies already in place:

- The school has widget software to produce symbols to support signage around the building
- We use an app called Marvellous Me to send messages, learning activities and badges to parents
- We use an app called Tapestry in EYFS to involve parents in their child's learning journey.
- We use ParentPay and school comms to communicate with parents/carers
- We have a website which is updated regularly with information for parents, pupils and other interested parties.
- Open door policy – parents access to teachers at the beginning and end of the day
- Parent notice boards
- Admission form asks if parents/carers need additional communication support
- School website used to share important news and events with parents
- Parent curriculum leaflet go home each term

	Targets	Strategies	Outcomes	Timeframe	Goals achieved
Short-Term	Languages other than English to be visible in school to include universal symbols and key languages of our current cohort.	Investigate demographic and allocate working party to create and post signage	All welcome and directional signs to be multi-lingual – as required- for new families and pupils (Dual language polish signage)	Summer 2023 - review	Signage up in classrooms of first language of chn with EAL
Medium-term	Greater support for access to information for newcomers to school particularly those with EAL	Welcome Pack/Induction Pack CPD staff Graduated transition for newcomers	Staff confident in acknowledging and understanding IDEAL needs. IDEAL team linking with CT and family pre entry to plan phased support/entry	Summer 2023	
Long-term	Pupils who transition into RHPS feel welcome and able to share their culture and diversity quickly with our school community	Induction Policy Diversity NST network and action plan	Community supports one another – links are established between pupils and families and networks of support are offered.	Summer 2023	