

Accessibility Information for Bournmoor Primary School 2018/19



ACCESS TO THE CURRICULUM		
Accessibility Issue	How We Address This	Further Action Needed/Additional Information
Do we ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disability?	Key staff have had training in specific areas as required e.g. autism spectrum disorders, visual impairment, speech, language and communication, physical disabilities, attachment disorder	Training to be organised to meet needs of pupils as identified by class teachers and SENCO. This is ongoing and CPD/training records reflect this e.g. in September 2016 staff undertook Autistic Spectrum Disorder Training with a member of the Durham ASD team and our TA who supports SEN children completed PECS training in November 2016.
Are classrooms optimally organised for disabled pupils?	Advice from specialists is sought as the need arises to ensure pupils are fully included in the learning.	Advice to be organised to meet needs of pupils as identified by class teachers and SENCO.
Do lessons provide opportunities for all pupils to achieve?	Lessons are structured flexibly to include individual, pair, group and whole class work with consideration of the needs of pupils with disabilities. Lessons are delivered to take account of a wide range of learning styles and needs.	Teaching to be organised to meet needs of pupils as identified by class teachers and SENCO.
Are all pupils encouraged to take part in music, drama and physical activities?	All children have equal access to all areas of the curriculum and all children are encouraged to take part in extra-curricular activities. In addition pupils are encouraged to share their 'good news' with the whole school in our assemblies and this can include out of school activities.	Reflect on pupil voice discussions and School Council suggestions to see what else we can offer pupils.
Do staff recognise and allow for the considerable effort expended by some pupils with disabilities to access the curriculum?	Pupils are praised for their output and staff acknowledge the time taken by pupils and the effort to complete the tasks.	Use whole school reward systems to recognise accomplishments of SEND pupils.
Do staff recognise and allow for the additional	Pupils can have extra time in Key Stage 2 SATs	Ensure that planning/lesson structure allows

<p>time required by some pupils with disabilities to use equipment in practical work?</p>	<p>and extra time in class assessments to allow them to show their full potential.</p>	<p>time for pupils to complete tasks. The Headteacher will apply for additional time for SATs for those pupils with identified needs.</p>
<p>Have we considered the impact of the timetable on pupils with disabilities?</p>	<p>As a school we strive to be fully inclusive so adjustments to timetables to be made as needed.</p>	<p>Staff to have flexibility in how they teach across the week to allow all pupils to fully access the timetable.</p>
<p>Is provision made for pupils with disabilities who cannot engage in particular events?</p>	<p>School would look at how to accommodate every child into events e.g. by large print for assembly songs to allow visually impaired children to participate.</p>	<p>Staff and support workers to have flexibility in how they approach events to ensure we continue to offer full inclusion.</p>
<p>Do we provide a range of I.T. access aids and adaptations?</p>	<p>We work closely with Durham I.T. service and take support from Durham SEN team. Advice would be sought on how to best support a pupil. We also can seek advice from advisory teachers.</p>	<p>Staff to have flexibility in how they teach across the week to allow all pupils to fully access the timetable.</p>
<p>Do all pupils have access to the wider curriculum including extra-curricular activities?</p>	<p>All pupils have access to activities and we offer a range of clubs to suit a variety of interests and needs.</p>	<p>Ensure we continue to offer a wide range of extra-curricular activities and also celebrate pupil's achievements outside of school that they tell us about.</p>
<p>Are there high expectations of all pupils?</p>	<p>Pupils are appropriately grouped and seated according to their academic ability and all pupils are supported and encouraged to reach their full potential.</p>	<p>Continue to closely monitor pupil attainment and progress to ensure all pupils, including those with SEND, to ensure they are given high expectations.</p>
<p>Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?</p>	<p>Large print materials can be provided for children with visual impairment. Advice can be taken from advisory teachers for the visually impaired and other adaptations made if necessary.</p>	<p>Ensure we seek advice from advisory teachers to ensure pupils with additional needs are able to access information.</p>