

Accessibility Plan Actions 2015-2017:

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery /Pre-school providers to review potential intake for September 2016/2017	To identify pupils who may need additional to or different from provision for September 2016/2017 Intake	2016/2017	Principal SENCO EYFS teachers	Procedures/equipment / ideas set in place by September 2016.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2015/2016/2017	Principal SENCO All subject leaders	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing 2015/2016/2017	Principal SENCO All teachers	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with on-going health needs e.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing 2015/2016/2017	Principal SENCO Class teachers TAs Outside agencies	Clear collaborative working approach
To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Makaton training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SMT.	Enabling needs to be met where possible
Ensuring all with a disability are able to be involved, including access around the school	To ensure the pathway from the upper playground to the lower playground is obstacle free and not overgrown. To investigate the possibility of installing ramp access to both Year One classrooms. Create access plans for individual disabled children as part of their Provision Plan/Health Care Plan Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are all met	With immediate effect, to be constantly reviewed	Principal Teaching and non-teaching staff Site manager	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Principal SENCO Occupational health School Nurse	(See Medical Conditions at School Policy)
Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children • Offer a telephone call to explain letters home for some parents who need this • Adopt a proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
To ensure driveway, roads, paths around school are as safe as possible	Communication with parents via safety messages /letters/pop ins	Ongoing	PSHE Coordinator SMT	No accidents/incidents
To ensure full access to off site visits	Staff will complete a risk assessment to ensure accessibility of the site to be visited. Staff will be trained in the use of a wheelchair, should this be required for a visit.	Ongoing	All staff	All children will have accessed all off site visits safely

Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure all children with ASD have access to the curriculum.	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children	Ongoing	All staff to be aware	ASD children able to access curriculum.
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Investigate symbol software to support learners with reading difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access, if required 	Ongoing	Principal Office staff	All pupils, parents and visitors fully included
To review children's records ensuring school's awareness of any disabilities	Information collected about new children: <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meetings • SEND Transition meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – medical register regularly updated including children's photos displayed on staffroom notice board / info kept in separate file in staffroom/kept in class registers 	Annually	Class teachers SMT Office staff	Each teacher/staff member aware of disabilities of children in their classes