



Policy
Accessibility
Plan

Accessibility Policy and Plan

Key Objectives

- To reduce and, where possible, eliminate barriers to accessing the curriculum and for all pupils to have full participation within the school community.
- To raise awareness of need amongst staff, parents and the wider community of the needs of disabled pupils.
- To meet current legal requirements e.g. paragraph 3 of Schedule 10 of the Equality Act 2010 (accessibility plan).
- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils and / or carers.

This plan should be read in conjunction with other school policies, particularly the SEN policy, the local offer and the schools SEND offer. If there are any questions or comments regarding learning they should initially be addressed via the school office to the Inclusion Manager/SENCO.

Our Accessibility Plan will contain relevant actions to:

- Improve access to the *physical environment* of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the *curriculum* for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the *delivery of written information* for pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. We acknowledge that there is a need for on-going awareness raising and training for staff and Governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Our plan will be based on the results of annual audits and will be maintained by the Inclusion Manager/SENCO but will be monitored by the Governors when SEN policy/practice issues are considered.

Reviewed: Summer 2016

Review date: Summer 2018

Physical Environment

Area/ Issue	Task	Cost / date due	Responsibility	Outcome	Completed
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Look for issues/ gaps by auditing current provision as part of developing the annual premises plan	Ongoing	SLT / site staff	Site as accessible as possible	
Lighting around the site	Continue to improve lighting, including emergency lighting. Improve light levels and efficiency	Summer 2014 on as funding allows	SLT / site staff	Improved light levels and safety E.g. no dark spots	Yes largely significant amount of LED lighting fitted
Corridors/ doors around site	Improve signage for all including indicating location of ramps	Ongoing on annual maintenance plan	SLT / site staff	Availability of ramps clearly indicated	

Curriculum

Area/ Issue	Task	Cost/ date due	Responsibility	Outcome	Completed
Differentiation- meeting individual needs	Ensure that planning and teaching is effectively differentiated to meet the individual needs of all children so that good progress is made. Provide ongoing support monitoring and training	Ongoing	SLT/ Inclusion Manager/SENCO.	All groups of children make appropriate progress	
Planning and intervention strategies	Ensure that additional planning and resources including interventions are provided	Ongoing	SLT/ Inclusion Manager/SENCO.	All groups of children make appropriate progress due to correct support being given	

To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Ongoing as need dictates	Inclusion Manager/SENCO	Children will develop independent learning skills.	
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	On-going		Staff are able to enable all children to access the curriculum.	

Provision of information

Area/ Issue	Task	Cost/ date due	Responsibility	Outcome	Completed
Information news timetables text	To remain vigilant and aware of the need to present information appropriately- e.g. large print.	Ongoing task	All	Information is accessible to all	
To ensure that the Accessibility Plan becomes an annual item at the FGB meetings	Clerk to governors to add to list for FGB meetings.	Annually	Clerk to Governors	Adherence to legislation.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings	Staff to hold parents' evenings by phone or send home written information. (as requested and suitable)	Termly / as needed		Parents are informed of their children's progress.	

NB. As a school we will make arrangements for individual pupils/parents with specific defined disabilities as required. We ask parents and carers to make us aware of their needs so we can work out how we can work together to meet them.