



Accessibility Plan

January 2018

This plan represents the agreed principles for Accessibility throughout the school. This plan has been agreed by governors within the school, all teachers representing the Early Years, Key Stage 1, Key Stage 2 and the Headteacher.

School Aims

Our school community (children, staff, parents and governors) aims to:

- Learn and grow together within a safe, caring and happy environment;
- Continually encourage achievement in all aspects of school life;
- Motivate all children with a broad and challenging curriculum;
- Treat everyone with honesty and respect;
- Ensure opportunities for all.

Aims and objectives of the policy

- The aim of this policy is to ensure that all pupils have full access to the curriculum and to the school
- To ensure that disabled students and staff are not treated less favourably
- To ensure the school makes reasonable adjustments for disabled students and staff.

The school is required by the Equality Act 2010 to plan and be aware of

- appropriate access for disabled pupils to the school curriculum and this would be relevant to the teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- appropriate access to the physical environment of the school and this would be relevant to the improvements to the physical environment of the school and the physical aids to access education.

	Targets	Strategies	Outcome	Time frame	Goals achieved
Ongoing	Pupils with disabilities are fully involved at playtimes	<ul style="list-style-type: none"> • Create a buddy system where specific children are allocated to pupils with disabilities • MSAs to develop games suitable for the children to play, appropriate to their needs and limitations 	<ul style="list-style-type: none"> • Pupils with disabilities fully involved at playtimes 	On-going	These 'on going' targets will be addressed as and when appropriate.
	Class teachers and TAs have the necessary training to teach and support pupils with disabilities	<ul style="list-style-type: none"> • Audit adult training needs to identify appropriate training courses; bring to the attention of relevant staff • Use of outside agencies, specialist centres and support groups • Governors and non-teaching staff invited to the training as well as class teachers 	<ul style="list-style-type: none"> • Appropriate training for staff allows for good support and teaching for children with disabilities • Governors aware of the needs of disabled pupils 	On-going	
	Children are fully integrated within	<ul style="list-style-type: none"> • Classroom is organised in an appropriate manner to support 	<ul style="list-style-type: none"> • All children will be able to access the 	On-going	

	Targets	Strategies	Outcome	Time frame	Goals achieved
	the classroom	children with disabilities <ul style="list-style-type: none"> • Sensory room available for all children and especially as a calming and reflective area • TAs are used to support children with disabilities in an appropriate manner 	classroom <ul style="list-style-type: none"> • Needs of all children are fully met through the effective deployment of TAs 		assistance (e.g. buddy system etc...)
	All members of the community have equal opportunities to access the school premises and relevant information	<ul style="list-style-type: none"> • School premises are inspected and reviewed to ensure accessibility for all • School provides information in range of alternative formats when necessary (e.g. large print, Braille, audio version etc. obtain support from the LA) 	<ul style="list-style-type: none"> • Needs of all members of the school community are fully met 	On-going	<ul style="list-style-type: none"> • Disabled parking spaces are in both car parks
	Ensure all new building works conform to accessibility guidelines	<ul style="list-style-type: none"> • Use of appropriate support from LA 	<ul style="list-style-type: none"> • Building completely accessible to all 	On-going	<ul style="list-style-type: none"> • Disabled toilet in the KS2 building
	Evaluate the suitability of school trips and residential school journeys for pupils with disabilities	<ul style="list-style-type: none"> • Review sites of school trips and school journeys • Sites need to be selected so that disabled pupils have full access • Review modes of transport so that disabled pupils can be included 	<ul style="list-style-type: none"> • All children able to participate in school trips and school journeys 	On-going	
Ongoing	Availability of written material in alternative formats	<ul style="list-style-type: none"> • School makes itself aware of the services available through its LA for converting written information into alternative formats 	<ul style="list-style-type: none"> • School can provide written information in alternative formats if needed 	On-going	<ul style="list-style-type: none"> • Disabled parking spaces are in both car parks • Disabled toilet in the new building
	Pupils with physical difficulties have access to the curriculum	<ul style="list-style-type: none"> • Classrooms are set up to reflect the needs of the pupils • Appropriate resources are in place 	<ul style="list-style-type: none"> • Classrooms are accessible to pupils with physical difficulties 	On-going	
	Pupils with visual impairments have access to the curriculum	<ul style="list-style-type: none"> • Pupils placed near front of class • Larger type used • Coloured paper used where appropriate • Use of ICT (Large icons on the 	<ul style="list-style-type: none"> • Classrooms are accessible to visually impaired children 	On-going	

	Targets	Strategies	Outcome	Time frame	Goals achieved
		desktop and an enlarged keyboard) <ul style="list-style-type: none"> • Information provided orally or on tape • Enlarged print books purchased • Staff are trained in assistive technology 			These 'on going' targets will be addressed as and when appropriate. Systems mentioned are already in place and will be adjusted, depending on the individual child needing further assistance (e.g. buddy system etc...)
	Pupils with hearing impairments have access to the curriculum	<ul style="list-style-type: none"> • Pupils placed near front of class • Pupils spoken to directly • Speech reinforced using facial expressions, signs or gestures • Speech reinforced with visual back-up print, pictures, concrete materials • Repeat other pupils' answers • Rephrase or repeat words and phrases • Use of microphones or personal amplification systems • Staff are trained in assistive technology 	<ul style="list-style-type: none"> • Classrooms are accessible to hearing impaired children 	On-going	
	Pupils with speech and language difficulties have access to the curriculum	<ul style="list-style-type: none"> • Pupils given time to process language and respond • Ensure face to face and direct eye contact • Use simple and familiar language and short concise sentences • Avoid ambiguous vocabulary • Reinforce speech with facial expression, gesture and sign • Reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials • Emphasise key words, reinforcing visually • Avoid closed questions and encourage pupils to speak in sentences • Develop language through drama & role play 	<ul style="list-style-type: none"> • Classrooms are accessible to children with speech and language difficulties 	On-going	
Long Term	Pupils with hearing impairments are suitably catered for	<ul style="list-style-type: none"> • Research cost of installing Hearing Induction Loop/sound system (initially in one classroom and then throughout the school if appropriate) 	<ul style="list-style-type: none"> • Consider hearing loops/sound system installed throughout the school 	2019	