



ACCESSIBILITY PLAN

2015- 2018

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria	Evidence
CURRICULUM Ensure all lessons are accessed by all pupils	<ul style="list-style-type: none"> ▪ Quality first teaching in place for all lessons ▪ Purchasing of resources to meet the needs of the pupils to effectively access the curriculum ▪ Ongoing programme of staff training in disability awareness to support pupils in class ▪ Appropriate ICT support materials as recommended by outside agencies ▪ Use of pastel paper for dyslexic students. ▪ Large print and audio formats as required. ▪ Use of symbol software. 	Ongoing	School Budget as required	Class teachers SENCo Teaching assistants	Head Teacher through teaching over time monitoring Assessment information monitoring Pupil progress meetings Feedback from external professionals re level of support for pupils Governors	Pupils making at least progress, or better Pupils attaining age related expectations Improved access to curriculum for all pupils Provision meets the needs of pupils	
CURRICULUM: Enable pupil participation in school enrichment / extra-curricular activities.	<ul style="list-style-type: none"> ▪ Ensure school activities are accessible to all students. ▪ Make adjustments for children who have specific needs. 	Ongoing	As appropriate from school budget	Class teachers SENCo	Head Teacher through monitoring of clubs attendance Liaison with parents / club providers Governors	Full participation in school life for students with disabilities.	
POLICIES Ensure all policies consider the implications of Disability Access.	<ul style="list-style-type: none"> ▪ Statement of Principle 	Ongoing	N/A	Governors	Governors	Access to all aspects of school life for all students.	

<p>BUILDINGS</p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p>	<ul style="list-style-type: none"> ▪ Accessibility and clarity of signs around school ▪ Awareness of independent access ▪ Clear identification of room functions ▪ Availability of disabled facilities including area for nappy changing 	<p>In Place and reviewed during health and safety walk</p>	<p>As appropriate from school budget</p>	<p>Headteacher Site Manager Caretaker Governors</p>	<p>Through health and safety walks and audits Governors</p>	<p>Access to school buildings and site maintained and continually improved</p>	
<p>CLASSROOMS</p> <p>Ensure that classrooms are organised for disabled pupils within current restraints. Identify needs and actions for future improvements.</p>	<ul style="list-style-type: none"> ▪ Plan classrooms in accordance with pupil need. ▪ Organise resources within classrooms to reflect student need. ▪ Incorporate accessibility into any proposed structural alternatives. ▪ Provide quiet areas within school as required ▪ Look at accessibility in all areas of school life. 	<p>Ongoing Review as appropriate</p>	<p>School Budget as required</p>	<p>Class teachers in liaison with the head teacher and site manager / caretaker</p>	<p>Head teacher through learning walks SENCO through provision mapping Governors</p>	<p>Appropriate use of resources for diverse needs of pupils with disabilities.</p>	
<p>NEWSLETTERS AND DOCUMENTS</p> <p>Availability of newsletters and school documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Large print and audio formats as required. ▪ Homework information available as information sheets in alternative formats when requested. ▪ Use of symbols as appropriate 	<p>As required and on request</p>	<p>School admin budget</p>	<p>Head teacher Admin staff</p>	<p>Head teacher through liaison with admin staff and parents Governors</p>	<p>Information to pupils with disabilities and parents / carers will be improved.</p>	

ONGOING PRACTICE

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria	Evidence
INFORMATION GATHERING ON CHILDREN	<ul style="list-style-type: none"> ◆ Liaise with Nurseries ◆ Consultation evenings with parents ◆ Starting school information 	<p>Summer term</p> <p>Ongoing</p>	Teacher release time in summer term	EYFS team Admin team Class teachers	Headteacher Report to governors	Learning pitched appropriately to meet the needs of the pupils	
SEND REGISTER	<ul style="list-style-type: none"> ◆ Updated termly and pupils tracked. 	Ongoing	SENCO release time	SENCO	SENCO termly monitoring	<p>All staff aware of disabilities in school</p> <p>Provision adapted accordingly</p>	
STAFF TRAINING	<ul style="list-style-type: none"> ◆ Attend courses as appropriate to individual children's needs. 	As required	From school training budget	SENCO to co-ordinate	SENCO Governors report on staff training	Staff trained to meet the needs of the pupils	
INVOLVEMENT OF PROFESSIONALS	<ul style="list-style-type: none"> ◆ To liaise with outside agencies ◆ Implement advice suggested by professionals ◆ Manage provision following advice of professionals 	As required	School Budget	SENCO to co-ordinate Class teachers to implement	SENCO Head Teacher Pupil progress and assessment information	<p>Pupils receiving provision matched to their needs</p> <p>Pupils make progress</p>	
ADULT DISABILITY DISCLOSURE	<ul style="list-style-type: none"> ◆ Liaise with Nurseries ◆ Consultation evenings with parents ◆ Starting school information ◆ Informal discussion with parents ◆ Completion of HCC disability form 	As required	As required	Headteacher Liaison with parents	Headteacher through liaison with parents / staff (informal / formal meetings)	<p>Adults able to access the full school life</p> <p>Provision meets the needs of the adults as appropriate</p>	
ADULT PHYSICAL ENVIRONMENT	<ul style="list-style-type: none"> ◆ Disabled Staff Toilet ◆ Wheelchair access ◆ Ramps (as appropriate) ◆ Main doors wheelchair friendly 	Review provision as required	Maintenance budget as required	Headteacher Site Manager Caretaker	Through health and safety walks and audits	Site accessible to all	