

ACCESSIBILITY PLAN

The Head Teacher and governors will be responsible for carrying out any actions to ensure that, wherever possible, accessibility actions are fulfilled within the timescale of the current plan [2016-18] or sooner in the case of individual need.

POSSIBLE IDENTIFIED BARRIERS	OUTCOMES AND POSSIBLE ACTIONS/SOLUTIONS
<p>Physical barriers</p>	<p>Parent notice boards</p> <ul style="list-style-type: none"> • Ensure that parent notice boards are accessible to all parents including those who may be wheelchair bound <p>Views of those with a physical disability</p> <ul style="list-style-type: none"> • Respond to the views of those with a physical disability who could offer their views on the removal of barriers which may not be perceived by staff in school <p>Classrooms</p> <ul style="list-style-type: none"> • In the case of a child being temporarily or permanently in a wheelchair or with other physical difficulty ensure that the classroom furniture and access in general is reasonably adjusted to meet their needs • Ensure that entrance and cloakroom areas are kept clean and tidy so that access is clear at all times • Where necessary complete a risk assessment for the child working with appropriate agencies eg parents <p>Annual survey</p> <ul style="list-style-type: none"> • Conduct an annual survey to parents/carers and staff to build on existing audits about the access needs of all members of the school

<p>Disabled toilet</p> <ul style="list-style-type: none"> • A toilet for the disabled exists in the main building and is accessible from all points in the main building as this is all on one level. 	<p>community for all aspects of school life</p> <ul style="list-style-type: none"> • Although this disabled facility exists in school, there is no toilet, nappy changing or shower facilities on the F2 site. A child could use the facility in the main building if able to access it. • Off site visits are regularly used in school and staff to conduct appropriate risk assessment, take advice from appropriate agencies eg Health and safety and make all reasonable adjustment for all pupils to access as much of the visit as possible • Provide quiet areas for children who need to have quiet time with the adult who works with them – for example children within the autistic spectrum • Ensure that the school is a safe and secure environment for all children but especially those with a mental disability
<p>SENSORY BARRIERS – SIGHT</p>	<p>In the case of vision impairment, school would seek to do the following –</p> <ul style="list-style-type: none"> • Consult with the person concerned or in the case of a very young child the parent/carer on specific needs • Consult with and take advice from the appropriate vision impaired support service in Rotherham LA • Ensure that all communication documents are accessible to parents/carers/members of the school community eg Braille or auditory access • Ensure that all communication documents are accessible to staff • Ensure that children have appropriate support eg seating

HEARING IMPAIRMENT

arrangements, enlarged text, appropriate level of lighting

- When re-decoration of the building takes place [internally and externally] consult with the appropriate body and give regard to the needs of those with a visual impairment in the choice of colours
- Off site visits are regularly used in school and staff to conduct appropriate risk assessment, take advice from appropriate agencies eg Health and safety and make all reasonable adjustment for all pupils to access as much of the visit as possible

In the case of hearing impairment, school would seek to do the following –

- Consult with the person concerned or in the case of a very young child the parent/carer on specific needs
- Consult with and take advice from the appropriate hearing impaired support service in Rotherham LA
- In the case of pupils, access support materials for classroom eg hearing aid and speaker to be used by teacher/adult working with pupil
- Investigate installation of hearing loop system to aid access for parents/ carers/ visitors at concerts, assemblies etc
- Head Teacher and governors to assess budget/funding implications for loop system
- Teachers/adults in school to support children to ensure they are seated in class to maximize the use of acoustics which may vary from room to room in school and be dependant upon which subject is being taught

	<ul style="list-style-type: none"> • Off site visits are regularly used in school and staff to conduct appropriate risk assessment, take advice from appropriate agencies eg Health and safety and make all reasonable adjustment for all pupils to access as much of the visit as possible
<p>CURRICULUM</p>	<p>School will regularly review the needs of all children with a disability in the following ways –</p> <ul style="list-style-type: none"> • Hold regular review meetings with parents/carers, SENCO, Head Teacher, relevant staff and the pupil* <p>*at this school pupils are always included in the review meeting, they are invited to “chat” to the Head Teacher before the meeting and always invited to the meeting to express their views and help staff in school to support their needs. There is almost 100% attendance by pupils at their own reviews</p> <ul style="list-style-type: none"> • School will review risk assessments for both on site and off site curriculum activities and make all reasonable adjustments to enable access to the activities on offer • School will consult with leaders of after school activities and make all reasonable adjustment to allow access for any pupils with a disability • Ensure that parents are fully supported with how to help their child get the most out of their school years <p>Access to the school curriculum for all disabled pupils which allows them to meet their full potential by –</p> <ul style="list-style-type: none"> • All staff having high expectations in all aspects of school life • Setting targets which are challenging but realistic and which take into account the needs of the disabled child

	<ul style="list-style-type: none"> ● Monitoring the progress of disabled children and adapting targets and teaching and learning appropriately ● Ensuring that schemes of work and planning gives the disabled child as much accessibility as is possible and plan to make adjustments where deemed necessary ● Staff training is up to date and that on going support is available from within school and outside agencies ● Access to the curriculum for children on the autism spectrum eg quiet time, support to understand some aspect of the curriculum or visual timetables to help them to understand the routine and order of the day
<p>AWARENESS RAISING WITH PUPILS/STAFF/PARENTS/CARERS VISITORS</p>	<p>To ensure the full inclusion of all pupils, staff, parents/carers and visitors to school we will</p> <ul style="list-style-type: none"> ● Ensure that staff are trained and prepared for any child with a specific need/disability, as far in advance of them starting at this school as possible ● Raise awareness of all staff in school even if they might not specifically work with that child concerned eg through information sharing staff meetings led by an appropriate professional eg diabetic nurse ● Raise awareness of pupils for specific children through class discussion and PSHE lessons ● Raise awareness of children about general disabilities through invitations to visitors in assemblies or as part of the class curriculum eg during work on senses inviting someone who has a guide dog to talk to the children

	<ul style="list-style-type: none"> • Actively promote the social inclusion of pupils with a disability eg use the support staff linked to specific children to facilitate this • Ensure that information is included in all relevant documentation eg Induction pack for new families to the school. Staff handbook and induction materials for new staff
<p>CONSULTATION WITH DISABLED PUPILS/STAFF/PARENTS/CARERS AND VISITORS TO THE SCHOOL</p>	<p>Ensure the inclusion of children with a disability through –</p> <ul style="list-style-type: none"> • Regular consultation with pupil and parent/carer • Make reasonable adjustments eg slight timetable alterations, extra time for lunch • In the case of a child who temporarily cannot go outside encouraging the other children to volunteer to take it in turns to stay with the child • Be aware of any parents who may need help accessing school for any reason and making reasonable adjustment eg special seating arrangements at a concert or performance, use of school car park • Ensuring that any other visitors to the school eg during church use, are aware of the facilities which are available eg ramp, designated parking space, disabled toilet