



Accessibility Strategy

2017 -2020

Overview of Aims

To increase the extent in which pupils with a disability can access the school curriculum.

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

To raise awareness of and break down barriers to perceptions of disability.

Introduction:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

Behaviour Management Policy

Curriculum Policy

Equalities & Inclusion Policy

Health & Safety Policy

Special Educational Needs Policy

SEND Information Report & Local Offer

Safeguarding/Child Protection Policy

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resources Committee.

Approved _____

Date _____



Aim 1: To increase the extent in which pupils with a disability can access the school curriculum.
Key Objective: Reduce and eliminate barriers to access the curriculum and ensure full participation in the school community for pupils and prospective pupils with a disability.

	Objective	Actions	Time Scale	Lead	Success Criteria/Mile Stones
BELIEVE	To ensure the school is prepared for new pupils with a disability.	<ul style="list-style-type: none"> • Liaise with local Nursery Providers to review potential intake for Sept 2017 • From allocation of a school place, school attends appropriate meetings • Site meeting set up to look at potential work needed to school site to meet individual needs • Additional work is completed 	Jan 2017 – on-going	Andrea Walmsley	<ul style="list-style-type: none"> • Spring term – additional needs for new pupils identified • Summer HT1 – Meeting between school/parents/outside agencies • Summer HT2 – Site meeting and subsequent work planned and completed ready for September each year
ACHIEVE	To ensure all pupils have access to a broad and balanced curriculum.	<ul style="list-style-type: none"> • Curriculum maps are monitored focusing on needs of all pupils in school • Enrichment activities are monitored and accessible to all • Study Support focuses on pupil needs and targets progress for pupils with SEND • Ensure PIVATS are used and understood by key staff so that they are used to plan and monitor attainment and progress • All pupils have access to differentiated curriculum 	April 2017 – on-going	Janette Higson	<ul style="list-style-type: none"> • Pupil needs reviewed cyclically as part of the Pupil Progress/ SEN cycles per term and needs identified and planned for termly • By Summer 2017 curriculum reviewed and changes planned • By Spring 2018 Study Support is planned out focusing on need and enables participation of SEND pupils • On-going monitoring of processes

BELIEVE	To ensure that pupils with SEND have the opportunity to engage fully in PE and school sport.	<ul style="list-style-type: none"> Inclusion events are mapped out for the year with WLSSP Staff are trained to differentiate using the STEP framework and use this in PE lessons Opportunities for out of hours school sport is available and targeted for pupils with SEND All pupils have the opportunity to represent the school 	Jan 2017 – On-going	Zoe Marshall	<ul style="list-style-type: none"> By Summer 2017 pupils with SEND have accessed inclusion events and inclusion in PE September 2017 Inclusion events are mapped out for the year and are targeted at named pupils By Spring 2018 systems have been developed to monitor representation at inter and intra school sport By Summer 2019 opportunities are developed for all targeted pupils to compete in events and festivals regularly with the school hosting
	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	<ul style="list-style-type: none"> A policy review timetable is established Policies are reviewed and checked by governors to be inclusive 	On-going	Janette Higson/Subject Leaders	<ul style="list-style-type: none"> By Spring 2017 Policy Review Timetable in place and shared with key staff/governors Termly – policies are reviewed and checked by governors that where appropriate they are inclusive
	To establish close liaison with parents/carers	<ul style="list-style-type: none"> Establish regular parent voice meetings for pupils with disabilities Continue to develop the website to allow parents/carers to view the work of their child Develop strategies/events across the cluster for pupils with disability 	Sept 2017 – on-going	Andrea Walmsley	<ul style="list-style-type: none"> September 2017 a consultation with parents of pupils with disabilities takes place By end Aut 2017 findings collated and presented to governors By Spring term 2018 findings are actioned and developed systems of communication in place By Spring 2018 use of website is developed further to support communication with parents By Summer 2018 key staff consult TARDIS cluster to organise events for pupils with disabilities By Autumn 2018 events mapped out By Summer 2019 events have occurred, are reviewed and future events mapped out

	<p>To establish close liaison with outside agencies for pupils with on-going health needs.</p>	<ul style="list-style-type: none"> • Ensure the school is represented at key meetings • Role of SENCO/ Learning Mentor established even further to promote collaboration • Cluster work with WRIST & TARDIS • Continued development of relationship with Kingsbury Special School 	<p>On-going</p>	<p>Andrea Walmsley</p>	<ul style="list-style-type: none"> • By Autumn 2017 positive relationships with cluster schools established • By Autumn 2017 Kingsbury Special School is worked with to develop provision • By Spring 2018 regular meetings set up between SENCO/ Learning Mentor to support identified pupils and families • By Summer 2018 Learning Mentor fully trained up to access additional support
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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.

Key Objective: Pupils with a disability can fully access the physical environment and associated services to support their further development.

	Objective	Actions	Time Scale	Lead	Success Criteria/Mile Stones
BELIEVE	Improve physical environment of school environment.	<ul style="list-style-type: none"> 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. 	April 2017 – on-going	Janette Higson	<ul style="list-style-type: none"> By Summer 2017 planned building work takes disabilities into account By Summer 2017 Governors examine plans and ensure work is in line with Disability guidance/laws By Aut 2019 all work supports the promotion of equality of all
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> Create access plans for individual disabled children as part of Pupil Passport process 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 met in all events 	April 2017 – on-going	Janette Higson/Subject Leaders	<ul style="list-style-type: none"> By Summer 2017 Access plans completed By Summer 2017 confidential survey has been completed and collated By Spring 2018 actions have been put into place By Autumn 2018 review of actions has occurred

	To ensure that the medical needs of all pupils are met fully within the capability of the school.	<ul style="list-style-type: none"> To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed 	Sept 2017 – on-going	Andrea Walmsley	<ul style="list-style-type: none"> By Autumn 2017 parent interviews have occurred and Medical Needs Register is updated By Summer 2018 Subsequent training needs have been identified and training has taken place On-going – new pupils to be accessed
	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 more proactive approach to identifying the access requirements of disabled parents 	Sept 2017 – on-going	Andrea Walmsley	<ul style="list-style-type: none"> By Autumn 2017 information is collected about access requirements for disabled parents By Summer 2018 actions have been targeted from collection of information By Spring 2019 actions have been reviewed and evaluated
CREATE	Ensure resources support creativity for pupils with disability.	<ul style="list-style-type: none"> Resources are audited to ensure all pupils can participate in creative activities All pupils access activities to develop creativity which are differentiated where necessary 	Jan 2018	Andrea Walmsley/ Subject leaders	<ul style="list-style-type: none"> By Spring 2018 resources have been audited By Summer 2018 planning reflects differentiation for activities targeting creativity for pupils with a disability By Autumn 2019 resources/ differentiation fully developed to support creativity for pupils with disability By Autumn 2019 regular parent pupil events are held to support creativity for pupils with a disability



Aim 3: To raise awareness of and break down barriers to perceptions of disability.

Key Objective: Pupils who attend TCP are open-minded and the person, not the disability so that everyone belongs to a fully inclusive school.

	Objective	Actions	Time Scale	Lead	Success Criteria/Mile Stones
BELIEVE	Ensure all pupils are aware of disability and that people with a disability should be respected	<ul style="list-style-type: none"> • Ensure that displays in classrooms and corridors promote diversity • Inviting visitors to school representing different disabilities • Ensure that the curriculum promotes role models and heroes with disabilities that young people positively identify with • Disability awareness day for the children to develop empathy planned • Develop opportunities within the curriculum whereby children are able to empathise with characters with disabilities (stories, news items, famous people with disabilities) 	April 2017 – on-going	Janette Higson	<ul style="list-style-type: none"> • Summer 2017 Open-mindedness assembly theme with a focus on disability has occurred • Summer 2017 Relationship established further with Rainbow house with the school community participating in a charity event • Autumn 2017 Remembrance Week to focus on the injuries sustained by soldiers and rehabilitation • Spring 2018 School theme celebrations of the PyeongChang Winter Paralympics focuses on disability and overcoming barriers • By Summer 2018 '<i>disability friendly</i>' displays reflect disability in a positive light • By Summer 2018 Disability awareness day has occurred and is timetabled annually • By Summer 2019 audit of curriculum has occurred and actions implemented

BELIEVE	Pupils develop understanding of disability through first hand experiences	<ul style="list-style-type: none"> • Through PE plan activities to promote awareness of physical disabilities (link to Paralympics) • Use of Value assemblies to focus on open-mindedness 	April 2017 – On-going	Zoe Marshall	<ul style="list-style-type: none"> • Summer 2017 Open-mindedness assembly theme with a focus on disability has occurred • By Spring 2017 disability sports have been played with children to understand a range of disabilities • By Autumn 2019 regular themed assemblies have occurred
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