



Colston's Primary School

POLICY NAME **Accessibility Plan 2017**

COMMITTEE LINK **Outcomes / Premises**

LAST REVIEWED **October 2017**

The aim of this Accessibility Plan is to:

- Increase the extent to which pupils with disabilities can access the school curriculum
- Improve the physical environment of the school in order to increase the extent to which pupils with disabilities are able to take advantage of education and associated services provided by the school and which allow parents and carers better access
- Improve access to written information to both pupils and carers who have a disability

Colston's Primary School is on two sites. Reception and year 1 children are at the Elmgrove site. Year 2 to Year 6 children are at the Cotham Grove site.

On the Elmgrove site there are two floors, with reception children on the ground floor and year 1 on the first floor. There are disabled toilets on both floors and a lift between them.

The Cotham Grove site is not purpose built but four four-storey residential houses which have been adapted for school use, with some newer buildings in the gaps between the houses providing office space, library and staff facilities. Due to the different levels and stairs, the majority of the classrooms and toilets do not have wheelchair access and it would be difficult for a partially sighted child to negotiate them. The school hall and three of the classrooms and toilets are on the ground floor and can be accessed from outside by ramps. The main offices are also on the ground floor and have easy outside access; the disabled toilet is also here. Were a significantly disabled child to join the school it could be possible to reorganise our classes to accommodate them but this would have a significant impact on the rest of the school, its staff, children and budget.



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Targets	Strategies	Outcomes	Timeframe	Goals achieved
The three areas of the plan are audited and necessary action taken	Identify the Barriers to Access (Checklist)	Checklist completed with Chair of Premises Committee	Jan 2018	The school is fully accessible as far as is practicably possible in terms of information/ communication, physical environment and curriculum
Improve pathways of travel around the school	Reassess signage, with a focus on emergency exits, around the school to see if it serves its purpose and if it could be improved; Stairs and steps highlighted in building and playgrounds in event of a need	School environment is made safer and more accessible for all but in particular visually impaired children	Jan 2018	Physical accessibility of school increased
Organise classrooms for maximum access for disabled pupils (as necessary) Increase the extent to which disabled pupils can participate in the schools' curriculums	The Teaching and Learning Policy clearly addresses school expectations for classroom environments. The school has also adopted the 'dyslexia friendly' classrooms approach. This will be monitored on a termly basis by the SLT and by Governors at least once a year. Seek advice from outside agencies about delivery and teaching of the	Classrooms have consistent organisation and resourcing in line with teaching and learning policy. Classroom organisation is clear, tidy and uncluttered The delivery of the teaching and the curriculum does not discriminate against disabled pupils. This includes school trips and any curriculum enhancing events/activities.	Terms 1 – 6 2017-2018 Terms 1-6 2017-2018	All children (particularly disabled and those with SEND) can work towards becoming independent learners and have fuller access to learning opportunities All children are able to access the curriculum including school trips and enhancing events



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	<p>curriculum. Risk assessments carried out for school trips and curriculum enhancing events/activities where necessary</p> <p>Discussion with parents</p> <p>Curriculum can be personalised to enable disabled pupils to access learning</p>			
<p>To supply necessary teaching aids and suitable apparatus to meet the needs of a disabled child, once notification has been given of an imminent arrival.</p>	<p>Seek advice from the referring authority about specific items which would be appropriate and essential for the child to be able to access the full curriculum</p> <p>Identify suitable locations for disabled pupils to learn effectively and participate</p>	<p>Appropriate equipment is readily available for the child to access the full curriculum</p>	<p>Short term once notification has been received of the forthcoming admission of a disabled pupil</p>	<p>Child given every facility to access the curriculum</p>
<p>Improve the availability of written material in alternative formats</p>	<p>Use Somali speaking staff to translate communications and liaise with families. Ensure that teaching and office staff know what alternatives are available and that information from the school website can be translated</p> <p>Notify parents that alternative</p>	<p>The school can provide written information in alternative formats as and when required</p>	<p>Terms 1 – 6 2017-8</p> <p>To be reviewed annually in September</p>	<p>Delivery of information to non-English speakers and disabled persons improved</p>



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	<p>formats of communication can be supplied upon request.</p> <p>Seth Insall to make sure that the linguistic needs of all families is met.</p> <p>One point of contact for disabled pupils, Lucy Welsford, identified on the website who will ensure information is distributed through the staff team</p> <p>School staff support all pupils to have positive attitudes towards disability and actively promote disability awareness within the setting</p>			<p>Delivery of information to disabled pupils improved</p> <p>Positive attitudes to disability</p>
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N.B. This Accessibility Plan, when being implemented and reviewed, needs to be looked at in conjunction with the school's Safeguarding Policy.
This plan has been looked at by the Full Governing Body on _____ Tuesday 10th October 2017
This plan will be reviewed by November 2018.