

Accessibility Plan

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

Grade Ruan C of E School Accessibility Plan 2020-2021

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access to the School Curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- **Staff Training** – to ensure children with any type of SEND have their needs met.
- **Physical Education** – to ensure class teachers know how to include children with any type of SEND within PE lessons & Sports Clubs.
- **Access to appropriate ICT** – to ensure appropriate IT equipment and programs are available to support learning.
- **Adaptation of class lessons and school timetable** – to enable all children to access learning.

Improving access to the Physical Environment of the School

This includes improvements to the physical environment of the school and physical aids to access education.

- **Wooden ramp to the KS2 classrooms to be repaired**

Improving the Delivery of Written Information to all

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- **Parent Forum** – meetings to discuss school provision.
- **Website** – signposting advice for parents/carers.
- **Information in a variety of formats** – explore creation of large print/audio/ English as second language etc.

Financial Planning and control

The Headteacher, SLT and the finance committee will review the financial implications of the Accessibility Plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To ensure all staff are aware of the requirements of the Equality Act	The SPCMAT Equality Policy will be discussed during staff and governor meetings and form part of new staff inductions.	L.Jones	Long Term	From Autumn 2020 and ongoing	Monitored by CEO

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Inclusion – pupils and families involvement in school activities.	The SENCo will monitor the provision for all SEND pupils to ensure they are accessing their full entitlement and ensure personalised support so that pupils can access all activities e.g. enrichment activities, trips/visits.	SENCo	Long Term	From Autumn 2020 and ongoing	Monitored by L.Jones

Access to the physical environment - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Electricity – to ensure all circuits are working all the time and do not trip the main switch.	Earthbound Electrical are being asked to rectify the problem.	L.Jones	Short-term	ASAP	
Fix the ramp going in to the KS2 classrooms to ensure wheelchair users can access all of the school.	Areas of the ramp need repairing/sanding	L.Jones	Short-term	ASAP	
Reviewing classroom and work areas to ensure they are fit for purpose.	Every classroom and all furniture will be monitored for suitability and accessibility for all pupils and staff.	L.Jones	Long term	On going	

Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<p>Staff Training to ensure that any child with a SEND have their needs met.</p>	<p>Staff training on Social Communication difficulties by Andrew Mercer. T.I.S training to be undertaken by a member of staff. Ensure staff are confident in strategies to help pupils with Dyslexic Tendencies. Possible training by EP or Dyslexia Advisor such as Sandra Paige. Access services such as Behaviour Support and Educational Psychologist when needed.</p>	<p>SENCo to monitor and advise. Julia Thorpe has completed T.I.S. (Trauma Informed Schools) training.</p>	<p>Long Term</p>	<p>T.I.S. Training during 2019.</p>	<p>Judith Green to monitor.</p>
<p>Physical Education – to ensure class teachers know how to include children with any type of SEND within PE lessons & Sports Clubs.</p>	<p>Regular meetings with all to ensure all are aware of any type of physical or emotional need in any pupil.</p>	<p>Headteacher</p>	<p>Long Term</p>	<p>On going</p>	<p>Remember to include adults working with children outside of school – trips, clubs etc.</p>
<p>Access to appropriate ICT – to ensure appropriate IT equipment and programs are available to support learning.</p>	<p>Appropriate programs purchased/downloaded for laptops and to aid learning. Monitor laptops to discuss when they need updating and renewing.</p>	<p>Staff and PTA to have a meeting to discuss fundraising activities.</p>	<p>Long Term</p>	<p>On going</p>	<p>Headteacher to decide what ICT equipment is more in need and prioritise.</p>

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Parent Forum – meetings to discuss school provision.	Headteacher will meet termly with parents to discuss school provision. These will be advertised widely through newsletters, website and emails.	L.Jones	Long Term	On going	
Website – signposting advice for parents/carers.	The Website will be updated regularly and a new section will be developed to include information on how the school supports Emotional Well-being.	Headteacher and SENCo	Long Term	On going	SENCo to discuss Thrive/TIS with staff.
Information in a variety of formats.	The school will explore how to make information available in different formats, such as large print, easy read, audio, English as a second language.	Headteacher	Long Term	On going	