



# Accessibility plan

As an inclusive school, we respect and value the diversity of the community we serve.

We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances.

We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff.

We are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to equality for those with disabilities will be demonstrated through:

- fostering respect for all groups and individuals, within the context of Human Rights
- promoting positive non-discriminatory behaviour
- ensuring appropriate support for individuals with disabilities within the school
- ensuring high expectations of all
- ensuring representation of a wide range of diversity within our curriculum and school community
- encouraging links with the wider community

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
Short Term	Pupils with visual impairments have access to the curriculum	Larger type used Coloured paper used where appropriate Use of ICT (large icons on desktop etc) Appropriate training for new VI Coordinator Assessment and advice sought from county Advisor for VI Use of objects of reference to aid understanding	Classrooms are accessible to visually impaired children Improved IEP's for VI children	2015/16	Physically accessibility of school increased.
	Pupils with hearing impairments have access to the curriculum	Pupils placed near front of class Pupils spoken to directly Speech reinforced using facial expressions, signs or gestures Speech reinforced with visual back-up print, pictures, concrete materials, symbols and objects of reference	Lesson are accessible to hearing impaired children	2015/16	Physically accessibility of school increased.

	Pupils with speech and language difficulties have access to the curriculum	<p>Pupils given time to process language and respond</p> <p>Ensure face to face and direct eye contact</p> <p>Use simple and familiar language and short concise sentences</p> <p>Avoid ambiguous vocabulary</p> <p>Reinforce speech with facial expression, gesture and sign</p> <p>Reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials</p> <p>Emphasize key words, reinforcing visually Avoid closed questions and encourage pupils to speak in sentences</p> <p>Develop language through drama &amp; role play</p>	Classrooms are accessible to children with speech and language difficulties	2015/16	Physically accessibility of school increased.
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	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
Short Term	Pupils with physical disabilities are fully involved at playtimes	<p>Buddy system in place</p> <p>Choices of activities offered</p> <p>Ramp access to adventure playground and slides</p> <p>Cycle track around school field and path in wildlife area</p>	Physically disabled pupils able to access all outside areas	On-going	All pupils included in all aspects of school life
	Teachers and teaching assistants have the necessary training to teach and support pupils with disabilities	<p>Audit adult training needs and identify appropriate training courses</p> <p>Bring to the attention of relevant staff</p> <p>Use internal expertise, outside agencies, specialist centers and support groups</p>	Staff trained and supported	On-going	Curriculum accessible to all pupils

	Pupils with challenging behaviour are fully integrated within the classroom	Approach training for all staff Teaching assistants are used to support appropriate pupils	All staff are able to respond appropriately to all pupils	Ongoing	Number of pupils excluded kept low
	PMLD pupils are fully integrated within the classroom	Teaching assistants are used to support appropriate pupils Work with Health trust to increase physiotherapy input	Needs of all children are fully met	On-going	Curriculum accessible to all pupils
	All members of the Community have equal opportunities to access the School premises and relevant information	School premises are inspected and reviewed to ensure accessibility for all School provides information in range of alternative formats when necessary;	Needs of all members of the school community are fully met	On-going	Physically accessibility of school increased and delivery of information is available to all

Name of policy:	Accessibility plan
Effective from:	October 2014
Next review:	September 2017

### Revision history

Date	Details	Author
Sept 2016	Reviewed	SLT
Oct 2015	Updated & restyled	Allyson Moss



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