



## **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.

### **Accessibility Plan 2018-2019**

#### **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.*

- **Outside Area** – to ensure the access in to the school grounds is secure and safe
- **Reviewing furniture and classroom/work areas** – to ensure accessibility and fitness for purpose.

### **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
<b>To ensure all staff are aware of the requirements of the Equality Act</b>	The SPCMAT Equality Policy will be discussed during staff and governor meetings and form part of new staff inductions.	L Newberry	Long Term	From Autumn 2018 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
<b>Inclusion – pupils and families involvement in school activities.</b>	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	SENCo	Long Term	From Autumn 2018 and ongoing	Monitored by L Newberry

	access all activities e.g. enrichment activities, trips/visits.				
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<b>Access to the physical environment - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>To ensure that access to the school site is secure and safe</b>	Review current arrangements and risk assess any pupils who might need additional support	Headteacher	Short Term	As soon as possible.	
<b>To improve Ks2 toilet facilities</b>	To overcome H&S & safeguarding concerns	Headteacher	Short Term	As soon as possible.	
<b>Reviewing classroom areas and furniture</b>	Regular monitoring will ensure that all work spaces and classrooms are accessible and that all furniture is fit for use and purpose. Anything not adequate will be reported to L Newberry.	Headteacher	Long Term	On going	

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**Access to the curriculum - statutory**

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<p><b>Staff Training</b> to ensure that any child with a SEND have their needs met.</p>	<p>Staff training on Social Communication difficulties by Andrew Mercer. 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</p>	<p>Long Term</p>	<p>As soon as possible</p>	<p>Judith Green to discuss with Lisa Newberry</p>
<p><b>Physical Education –</b> to ensure class teachers know how to include children with any type of SEND within PE lessons &amp; Sports Clubs.</p>	<p>Regular meetings with all staff including Mr Tom Studd (PE Teacher) 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><b>Access to appropriate ICT –</b> to ensure appropriate IT equipment and programs are available to support learning.</p>	<p>Appropriate programs purchased/downloaded for laptops to aid learning. Fundraise for iPads for the children to use in class and Apps to aid Spelling etc for Dyslexic pupils.</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>
<p><b>Adaptation of class lessons and school timetable –</b> to enable all children to access learning.</p>	<p>Staff will liaise with Support Agencies when a pupil will benefit from a reduced timetable or sensory breaks within the school day. Staff will deliver individualised programmes when needed in order to meet the needs of all pupils</p>	<p>All staff</p>	<p>Long Term</p>	<p>On going</p>	<p>Headteacher to monitor</p>

**Access to information advice and guidance - statutory**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>Parent Forum</b> – 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 Newberry	Long Term	Termly	
<b>Website</b> – 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.
<b>Information in a variety of formats.</b>	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	