



Accessibility Plan 2016-2017

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 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 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/trustees 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 for disabled pupils 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.

- Staffing arrangements to attend school residential
- Differentiation of physical activities during school residentials
- Access to school clubs
- Representation on school council
- Participation in school plays/ productions/celebrations
- Conversation intervention groups
- Access to SALT sessions within school



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.

- Accessible toilet
- Adjusted break / snack times
- Self- help resources available in learning environments
- Learning areas all on one level

Improving the delivery of written information to disabled pupils

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.

- Visual timetables
- Verbal communication
- Overlays

Financial Planning and control

The headteacher, ELT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.



Accessibility Action Plan

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Pathways around the setting and parking arrangements are safe, easily accessible and well signed.	Re designate all parking bays in car park including one designated for disabled	J.Elvy M. Rogers	Car park re lined every 5 years		Monitor signage at premises checks
Classrooms offer designated 'calm' areas for pupils with sensory needs	If pupils require this, space within the classroom is designated and appropriately used	Class teachers			
All signs and symbols are in Braille for pupils with visual impairments	Braille used to be used if member of school community requires	J.Elvy J.Parker			



and in picture form for those with communication and learning difficulties.					
pupils with SEND are consulted regarding the accessibility of classrooms, toilets and changing facilities etc	Build into school council meetings	J.Elvy N.Brown	To be raised annually at school council meetings		Minutes kept and acted upon
Accessible signage issued, throughout the setting's environment, at all activities and events.	For premises review within MAT	J.Elvy J.Parker			



Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
The attainment gap between pupils with SEND and those without SEND is being reduced over time (whilst ensuring the high achievement of the most able)	Individual learning needs are met. Expectations of all are high Pupils are well supported at school and home	J.Elvy All staff	Pupil progress termly reviews Ongoing		
Pupils with SEND have access to appropriate information technology	Ensure appropriate software is purchased and staff are trained to use appropriately.	J.Elvy	Ongoing		Advice sought from outside specialist agencies supporting specific children



Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
SEN Information Report and Accessibility Plan are online and in hard copy (for those families who do not have internet access)?	Ensure up to date and managed on line	J Elvy	Reviewed and updated annually		
Information is available in a variety of languages	If required this will be provided. School to remain vigilant to the needs of the school community.	J Elvy THooper			
Information is available in a variety of formats including - 'easy read' - large print - symbols - audio?	If required this will be provided. School to remain vigilant to the needs of the school community.	J Elvy T Hooper			
Staff are familiar with IT used to share information with people	If required this will be provided. School to remain vigilant to the needs of the school community.	J.Elvy			



with disabilities?					
Access ways are accessible to all	All corridors, doors and entrances are kept clear and tidy and free from trip hazards and obstructions.	All staff	Daily checks		