Arbury Primary School Accessibility Plan 2015 - 2018

The Accessibility Plan aims to detail how access is to be improved for disabled pupils, staff and visitors to accommodate their needs where reasonably practicable within the following areas:

- Increase access to the **curriculum** for pupils with a disability

- Improve and maintain access to the **physical environment** of the school

- Improve access to **written information** for pupils, staff, parents and visitors with disabilities

Arbury Primary School recognises the need to:

- Complete an Accessibility Audit

- Consult with Disabled Stakeholders

- Set targets for improvement

- Keep plans under regular review

- Publish the Accessibility plan on the school website

August 2015

Curriculum	Priority Lead: Headteacher
	Governor Monitoring: Premises Committee

Success Criteria:
- Increase access to the **curriculum** for pupils with a disability

Target	Task	Timescale	Responsibilities	Success Criteria
Increase access to the curriculum for pupils with a disability	Liaise with Nurseries in order to ensure that new children to the school are supported.	Annually	SE / EYFS class teachers	Curriculum meets the needs of new children starting school.
	Liaise with parents of children starting school at other times than in EYFS whose children have SEND	Ongoing	HT / SE / School Office	Parents of children whose children have SEND are signposted to SE.
	To maintain close links with children who have SEND	Ongoing / Termly	Class teachers / SE	Termly meeting with parents of children with SEND are met with termly
	Maintain close liaison with outside agencies providing advice on supporting the health needs of children	Ongoing / Sept review of medical needs	SE / Class teachers	Advice followed and staff trained to support the health needs of children
	Increase the profile of positive images of disability within the school	2014 - 2015	KW	Images around school reflect diversity, including disability

| Physical Environment | Priority Lead: Headteacher |
| | Governor Monitoring: Premises Committee |

Success Criteria:
- Improve and maintain access to the **physical environment** of the school

Target	Task	Timescale	Responsibilities	Success Criteria
Improve and maintain access to the physical environment	The needs of pupils, staff and visitors with physical and sensory difficulties to be taken into account when planning any school improvement.	Ongoing	HT / Premises committee	All improvements to the school to enhance accessibility
	Ensure physical / sensory needs are included in SEND support plan	Autumn 2015	SE	SEND support plans details needs within the physical environment
	Reduce kerb height to KS2 playground	Summer 2015	HT / Premises committee	Kerb reduced to near level
	Provide a level threshold to the expressive arts hall for visitors to productions	Summer 2015	HT / Premises committee	Level threshold to expressive arts hall
	Provide a disabled toilet in a more central space for visitors.	Summer 2015	HT / Premises committee	Disabled toilet provided more centrally
	Ensure steps are regularly marked	Annually	Caretaker / Premises committee	All steps are marked in yellow clearly at all times.
	Install induction loop in the main office / expressive arts hall	Within 3 years	HT / Premises committee	Induction loop fitted
	Review tactile signage in the main office	Within 3 years	HT / Premises committee	Tactile signage in place for visitors
	Review the colour of nose edging for stairs to ensure they are visually prominent	2016	HT / Premises committee	Nose edging for internal stairs is consistent and visually prominent
	Review door handles to ensure consistency and ensure they are clearly distinguishable	Within 3 years	HT / Premises committee	Door handles are consistent and clearly distinguishable

Written Information	Priority Lead: Headteacher
	Governor Monitoring: Premises Committee

Success Criteria:
- Improve access to **written information** for pupils, staff, parents and visitors with disabilities

Target	Task	Timescale	Responsibilities	Success Criteria
Improve access to written information	Ensure that online information provides opportunities for users to have text audibly accessible and to enlarge the font size	Ongoing	HT	Information on the website allows users to have information audible or in larger font sizes
	Consider large print versions of letters for parents with visual impairments	2015/16	HT / School office staff	Large font production of key documents and individual letters
	Review of school signage to support the visually impaired	Within 3 years	HT / Premises committee	Signage support visually impaired users of the school site