



**Section 1: How does the school deliver the curriculum?**

Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Yes
Are your classrooms optimally organised for disabled pupils?	Yes- adjustments made as required (bars in disabled toilet, hearing loop installed)
Are lessons responsive to pupil diversity?	Yes
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes
Are all pupils encouraged to take part in music, drama and physical activities	Yes – we have music and PE specialists who works with all the children each week
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Yes
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Yes
Do you provide access to computer technology appropriate for students with disabilities?	Yes when required
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Yes
Do staff seek to remove all barriers to learning and participation?	Yes – we have a Learning Mentor who works with individuals as needed. The whole school site is accessible to a wheelchair user. We have a disabled toilet and shower and ramp entrance. We have a slope leading down to the school.
Are there high expectations of all pupils?	Yes



**Section 2: Is the school designed to meet the needs of all pupils?**

Does the size and layout of areas – including classrooms, hall and playgrounds, allow access for all pupils?	Yes
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?	Yes
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with auditory components?	Yes- we have regular practices and the children are familiar with the routines
Could any of the signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	No
Are areas to which pupils should have access well lit?	Yes
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	Yes when required
Is furniture and equipment selected, adjusted and located appropriately?	Yes

**Section 3: How does the school deliver materials in other formats?**

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Yes if required
Do you have the facilities such as ICT to produce written information in different formats?	Yes
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities	Yes



Twineham School ACCESSIBILITY PLAN: January 2015

Accessibility Plan – January 2015

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short Term	Availability of written materials in alternative formats. <b>To encourage the use of 'Parentmail' where applicable</b>	Use LA services to convert written information into alternative formats. <b>To offer support to parents to use 'Parentmail' and to provide paper copies when required</b>	The school will provide written information in alternative formats when required to do so. <b>Paper copies will be given if required if 'Parentmail' is causing problems</b>	ongoing	Delivery of information to disabled pupils <b>and parents</b> is improved. <b>Several parents have been shown how to use 'Parentmail' and have been supported in setting up accounts. Some parents receive paper copies. Alternative formats will be investigated as and when this is required.</b>
	I.E.P.s <b>and planning</b> to reflect requirement of individual needs of pupils.	Assessment of needs <b>is undertaken by each classteacher to inform their planning and writing IEPs.</b>	All children to access all parts of the curriculum.	<b>ongoing</b>	Full access to National Curriculum <b>and school life.</b>
Medium Term	Further training of teachers and monitoring to ensure appropriate differentiation within the curriculum	Ensure that differentiation is an integral part of the curriculum, through training and monitoring.	Teachers enable all pupils to access the curriculum irrespective of disability or ability.	<b>July 2015</b>	Increase in access to National Curriculum. <b>A specialist PE teacher has been employed to train staff in this area. All planning is monitored by the headteacher. Lesson observations are carried out. Teachers are attending relevant courses in core subjects.</b>
Long Term	Provide designated disabled parking	Planned use of capital delegated resources.	The school's entry area will be fully accessible.	July 2015	Physical accessibility of school increased.