



Shirley Community Primary School Accessibility Policy

Approved by the governing body on 7th December 2017
To be reviewed annually: October/November 2018

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from September 2017 to August 2020. It is informed by the requirements of the Disability Discrimination Act 1995 (DDA), the SEN and Disability Act 2001 and the Equality Act 2010.
2. Shirley School is already recognised as a school which celebrates diversity amongst its entire community. We have a shared belief in and are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Shirley School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school and the Community Centre. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities and Diversity

- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Gifted and Talented
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Prospectus and Mission Statement
- Teaching and Learning File

8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
10. The School Prospectus will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.
12. Information about our Accessibility Plan will be published on the school's website and in the Governors' Annual Report to Parents (statutory).
13. The Plan will be monitored through the Standard and Resources Committees of the Governors.

Adopted by the Governing Body on 7th December 2017

Signature of the Chair of the Governing Body

Action Plan for Accessibility

Year: 2017-2020

<p>Key priorities:</p> <p>For all children, staff and parents, regardless of disability or impairment to have full physical access to the School site</p> <p>For all children regardless of disability or impairment to have full access to the curriculum.</p> <p>For all parents and carers to have access to the full range of school information irrespective of disability or ethnic origin.</p>
<p>Targets</p> <p>To continue to improve the participation of all parents/carers with disabilities and/or EAL</p> <p>To continue to improve the participation in the curriculum of all children with SEN, EAL and G&T</p> <p>To continue to monitor, evaluate and improve the effectiveness of all interventions and TA support</p> <p>To continue to monitor, evaluate and improve the inclusiveness of all classrooms</p> <p>To continue to monitor, evaluate and improve the inclusiveness of all lessons through planning, differentiation and resources.</p>
<p>Success criteria</p> <p>For all children and adults, regardless of disability or impairments to be able to move around the school safely and confidently.</p> <p>For all children, regardless of disability or impairments will be able to participate fully in all school activities.</p> <p>For all children to be fully included in all lessons regardless of SEN, EAL, G&T</p> <p>For all parents/carers to have full access to school information.</p>
<p>Maintenance tasks:</p> <p>Ensure that corridors remain clear and clutter free</p> <p>Ensure that arrangement of all working areas is organized and clearly demarcated</p> <p>Ensure that teachers are creating inclusive environments monitored through the Inclusion Checklist</p> <p>Ensure that teachers are appropriately differentiating lessons monitored through work scrutiny, planning scrutiny and observations.</p> <p>Updating the SEN, EAL and G&T register</p> <p>Updating the provision map</p>
<p>Related Policies and Action Plans</p> <p>Inclusion Policy and Inclusion RAP</p> <p>EAL policy</p> <p>IPC action plan</p> <p>Literacy RAP</p> <p>Maths RAP</p>

Key actions	People	Resources	Timescale	Monitoring	Success criteria What will be achieved
Ensure that the school pond has clear signage and is locked when not in use, making it accessible and safe for all.	SW HC AW	Signage Lockable gate Wood/paving slabs etc as applicable	Spring 2018	Feedback to governors	Areas around pond will be free from trip hazards Children will be accompanied by adults at all times when accessing the pond. The nature area, garden and pond will be locked when not in use.
To continue to train all staff on basics for supporting children with visual and hearing difficulties, ASD, cognition and learning needs (such as Dyslexia), behavioural difficulties (including ADHD) and mental health issues.	SW FW AL HK	Specialist teachers Staff meeting/training day sessions Staff feedback from training events Clicker 7	Ongoing	Report to governors on training	All staff to feel confident at basic strategies for supporting children with a range of needs and enabling them to access the curriculum. Assistive technology is routinely used to support children with barriers to their learning.
To ensure key staff, such as 1:1 TAs, are trained in specialist areas, such as Makaton or Braille.	SW FW	Specialist teachers VI service	Ongoing	Report to governors on training	Key staff to feel confident when using specialised strategies to support high needs pupils and enabling them to access the curriculum.
To continue to monitor and evaluate all interventions for effectiveness and value for money.	Inclusion team	Target tracker Provision map	Ongoing	Report to governors on the effectiveness of interventions	All interventions to enable children to make expected or better than expected progress in specified areas.

To continue to develop the use of ICT in supporting children to access the curriculum, in particular, Clicker 7.	Inclusion team JC	Ipads Apps Clicker 7	On going	Report to governors about how ICT is being used	Assistive technology is routinely used in classrooms for all children Extend range of programmes and applications available
To obtain parent feedback about accessibility of the school through annual SEND questionnaire at Parent Consultation evening.	Inclusion team JT	Parent consultation evening	Spring 2018	Report to governors	Parents feel consulted about SEND and accessibility of school.
To continue to make school brochures, school newsletters and other information for parents available in alternative formats eg Braille, different languages.	JT YC Office staff	LEA services CREDS	Ongoing	Copies available for governors	All school information available for all
Health and Safety audits are undertaken and adaptations are made to accommodate pupils with specific disabilities.	HC SW Site staff	Specialist teachers VI team	Ongoing	HC report to Governors	Site is safe for disabled children and visitors, for example, high visibility tape is used to identify key areas of the school, making it safe for Visually Impaired children and visitors.