

Accessibility Plan Physical Access	Situation at present	Action/Objective	Time Scale	Person(s) Involves	Monitoring
Car parking	Car park is on a slope. Parking bays, including a disabled bay are clearly marked. The school is easily accessed through the car park via a wooden gate.		Termly	Cleaner in charge & HT	H&S and Premises Committee
Exterior Lighting	The car park area and path behind the hall are lit. There are lights to main entrance, pre school and home club.	Maintenance	Termly	Cleaner in charge & HT	H&S and Premises Committee
Steps and Ramps	School site is built on a slope. The access externally is via a gentle slope or one step (outside class 3). Internally the classrooms are accessed via steps (maximum 6 steps). There are handrails in all classes. Access to the hall is via steps from the classrooms or main entrance. The playground/trim trail and filed are accessed via a steep gradient pathway to the right hand side and steps to the left. The main entrance is accessed via a step; there is a handrail near the step.	Change the carpet nosing in Class 4 to a more visible colour eg yellow gritted to ensure it is non-slip.	Autumn term 2016	Project Management company	H&S and Premises Committee

Classroom					
Lighting	Good natural light and lighting system in place.	Continue to ensure windows not covered with displays, etc.	Termly	Teachers/Teaching Assistants	H&S and Premises Committee
Blinds, window coverings	Blinds fitted to all external windows to classrooms, offices and staffroom to control glare	Maintain blinds	Termly	Caretaker	H&S and Premises Committee
Decoration	Colours chosen for classrooms and soft furnishings to prevent overstimulation and provide a pleasant environment conducive to accessing learning.	When redecorating consider using contrasting colours, particularly on corners/doorways (and frames versus doors) to aid visual discrimination.	Whenever redecorating	Headteachers	Premises committee
Audio	No special provision at present	Consider induction loops or alternative provision as need arises; e.g., new member of school community with hearing loss	As necessary	Headteachers	Resources Committee
Entrance/Reception	1 step to main entrance Handrail available	Ensure area is clear so handrail can be used effectively.	As necessary	Headteachers	H&S and Premises Committee
Toilets	The disabled toilet can be accessed from the hall.				
Emergency exits	Exit button from main entrance is on the wall and will be pressed from the office if necessary. In case of a fire, all classes evacuate out via the fire exit doors which are clearly marked	Take into consideration when consulting re building alterations.	As needed	Headteachers	Resources Committee

Accessibility Plan Curriculum Access	Situation at present	Action/Objective	Time Scale	Person(s) Involves	Monitoring
Differentiation of curriculum	Children with disabilities (both physical and emotional) have all been identified and measures in place to ensure equal access to the curriculum, through adaption, training of staff and monitoring.	To ensure a continuous provision for all children with needs. To ensure all staff are trained to fully meet the requirements of disabled pupils' needs with regard to the curriculum.	Half termly (through pupil progress meetings)	SENCO/ Headteachers and all staff	SEN provision and regular half termly monitoring.
Pupil independence and responsibility	Children with disabilities/specific needs have been identified and all class teachers are putting into practice the adaptation of the curriculum to ensure basic living skills, relationships and future aspirations are being met.	To ensure up to date training for all staff. e.g. Team Teach, Autism training, INSET days – ensure all medical needs are shared with all staff (playtimes and class based activities)	Termly	SENCO/Headteachers and all staff	SEN provision and regular half termly monitoring.
Aids and strategies for inclusive practice	All teachers are aware of the need to provide visual timetables, reduced language, ICT hardware. This is being put into practice.	Monitoring of classrooms and pupils to ensure appropriate strategies and aids are put into practice on a day to day basis. Teachers fully aware of options to optimise strategies of inclusion and able to be proactive in making appropriate adjustments.	Termly and Weekly through classroom learning walks	Specialist Teaching Team and Autism STT. All staff, Headteachers/SENCO.	SEN provision and regular half termly monitoring.

Classrooms are optimally organised to promote the participation and independence of all pupils	All staff (Teachers and TAs) are aware of individual needs of children at the start of the academic year. Classrooms set up accordingly – using preferred layout of furniture and equipment to support the learning process in individual class bases.	Classroom layout is adapted accordingly during the year, to meet the changing needs of pupils. Timetable changes are communicated to all pupils and their parents when necessary.	Termly and Weekly through classroom learning walks	All staff SENCO	SEN provision and regular half termly monitoring.
Communication	Communication between pupils with needs and parents is constant and effective to ensure excellent access to the curriculum.	Class teacher and designated adult to “meet and greet” specific children; action plans/IEPs/IBPs/IMPs – are actioned. Regular updates/communication and handovers with parents at the beginning and end of day. Adjustments made where necessary.	Weekly	All staff (class teachers and TAs) SENCO Parents	SEN provision and regular half termly monitoring.
Out of school activities	Out of school activities are planned to ensure the participation of the whole range of pupils.	Review all out of school provision to ensure compliance with legislation. Activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. All club leaders are made aware of the emergency evacuation plan.	Yearly	Headteachers/SENCO Class teacher	SEN provision and regular half termly monitoring.
Training for awareness of Disability issues	Training is being continuously provided to meet the needs of all children with specific needs. This is ongoing. E.g. Team Teach, Autism, SENCO	Whole school community is made aware of the issues relating to access.	Termly – planning courses	Headteachers/SENCO and all staff	SEN provision and regular half termly monitoring.

Accessibility Plan Written Plan	Situation at present	Action/Objective	Time Scale	Person(s) Involves	Monitoring
Availability of written information in different formats	Format and presentation can be altered on computer (colour of papers, character size) where necessary. Verbal communication by phone or in person to visually impaired.				
School information, website, brochures, newsletter etc	As above School Office staff respond to individual requests.	Promote availability of different formats on request for those that require it. Highlight this at New Intake evenings.	Ongoing	School Office/Headteachers	Headteachers
Awareness of good communication	Staff advised of any accessibility needs at Staff Training events	Remind staff of the importance of communication channels regularly	Staff meetings	Staff	Headteachers