



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/students 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/students 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. (Please see separate policies)
- 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 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Our Aims

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery of information to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

Action Plan

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

The future planned action work will be overseen and co-ordinated by the MAT, school governors and head teacher.

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Curriculum Access

Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Time frame
<p>Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.</p>	<p>INSET records for individual and whole school training.</p> <p>Additional records for individual training.</p> <p>External Agency written reports and advice.</p> <p>Regular SEN Staff Meetings updating advice and planning requirements.</p> <p>Specific training when needed.</p>	<p>SLT/SENDCo</p>	<p>Ongoing training</p>
<p>TAs to work closely with and support pupils with physical disabilities.</p>	<p>TAs appointed in school or redeployment of TAs.</p> <p>Specialist training as required.</p> <p>Advice is sought and provided by outside agencies if required.</p>	<p>SLT/SENDCo</p>	<p>As required</p>

<p>Pupils with emotional, social and behavioural difficulties are supported in school.</p>	<p>Learning Mentor provides 1:1 and group support.</p> <p>Behaviour support advisor.</p> <p>Coaching and well-being sessions.</p> <p>Counselling service.</p> <p>Individual sessions with counsellor or coach <i>when needed</i>.</p> <p>All staff are trained in coaching – achieved</p> <p>Termly coaching sessions for KS2 – achieved</p> <p>Referral made to behaviour support <i>when needed</i>.</p> <p>Members of staff have undertaken Trauma Informed Schools (TIS) training.</p>	<p>SLT/SENDCo</p>	<p>As required</p>
<p>Classrooms are optimally organised for disabled pupils</p>	<p>Staff consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment.</p> <p>Consider Year Group classroom changes to best meet the needs of disabled pupils.</p>	<p>SLT/SENDCo/Class Teachers</p>	<p>As need arises</p>

<p>Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TAs.</p>	<p>Lesson observation records.</p> <p>Lesson Plans</p> <p>IEPs</p> <p>Continue to implement personalised learning when appropriate.</p>	<p>Class teachers</p>	<p>Continuous</p>
<p>All pupils are encouraged to take part in music, drama and physical activities.</p>	<p>Full inclusion, extra-curricular clubs, church visits, concerts, performances etc.</p> <p>Continue to implement personalised learning when appropriate.</p> <p>Risk assessments to be undertaken if appropriate.</p>	<p>Class teachers</p>	<p>Continuous</p>
<p>Staff recognise and plan for the additional time and effort needed by some pupils including slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities etc</p>	<p>All staff aware of needs & detailed in planning/IEPs</p> <p>Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.</p> <p>Continue to implement personalised learning when appropriate.</p>	<p>Class teachers</p>	<p>Continuous</p>
<p>All staff plan for additional time required by some pupils to use equipment.</p>	<p>See planning</p> <p>Continue to implement personalised learning when appropriate.</p>	<p>Class teachers</p>	<p>Continuous</p>

<p>Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport</p>	<p>Specialist equipment and 1 to 1 staffing if required</p> <p>Continue to implement personalised learning when appropriate.</p> <p>Seek advice from PE leader.</p>	<p>Class teachers/SENDCo</p>	<p>Continuous</p>
<p>ICT equipment is provided for & has been fitted with additional software/hardware to allow access for disabled pupils.</p>	<p>Enlarged keyboard, joystick & switches, large screen and correct audio equipment and environment for hearing loss.</p> <p>Links with Specialist Advisory Support Service to provide updated software <i>as and when appropriate</i>.</p>	<p>SLT/SENDCo</p>	<p>As and when appropriate</p>
<p>School visits are accessible to all pupils, regardless of attainment or impairment.</p>	<p>See Educational Visits policy – consultations with parents as appropriate.</p> <p>ALL risk assessments include info re. Disabled pupils. H&S policy</p> <p>Provision must be made for wheelchair users – this may be a member of staff driving the pupils/staff members Motability vehicle</p>	<p>Class teachers</p>	<p>Continuous</p>
<p>All staff have high expectations for all pupils</p>	<p>Lesson Observations, tracking & target setting in place.</p> <p>Continue to implement personalised learning when appropriate.</p>	<p>All Staff</p>	<p>Continuous</p>

<p>All staff strive to remove barriers to learning and participation & value pupil voice.</p>	<p>Lesson observations, Pupil progress meetings, data drops, book scrutiny, pupil conferencing, IEP/SEN Reviews, Weekly staff meetings (Regular TA & SLT meetings)</p> <p>Continue to implement personalised learning when appropriate.</p>	<p>All Staff</p>	<p>Continuous</p>
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AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Physical Access

Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Time frame
<p>The entrance to the school is fully accessible</p>	<p>The door is wide enough to accommodate a wheelchair and on one level.</p> <p>Access intercom is low enough for wheelchair users</p>	<p>SLT/Trust Estates team</p>	<p>Not applicable</p>
<p>The layout of areas such as classrooms, library, playground & field allows access for all pupils. Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs, and steps.</p>	<p>All the doors are wide enough to accommodate a wheelchair.</p> <p>There is full access from the school to main outside play area.</p>	<p>SLT/Trust Estates team/Class teachers</p>	<p>Layout of classroom to change as and when required.</p>

Access between classrooms	All doors wide enough and access available Step between KS2 classroom may need a portable ramp	SLT/Trust Estates team	As required
Pathways around school are safe and well signed.	Good signage, clear corridors and good lighting.	SLT/Trust Estates team	Not applicable
Parking arrangements for all are logical and safe.	Large dropping off space by front entrance for pupils Clearly marked disabled parking bay <i>if required</i>	SLT/Trust Estates team	As required
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult. PEEPs written <i>as and when required</i>	All Staff	Continuous
Disabled Toilet facilities have sufficient room to accommodate a toileting chair.	Installation of fully equipped disabled toilet.	SLT/Trust Estates team	
Signs are uncomplicated, and unambiguous.	See signage around school.	SLT/Trust Estates team	
School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or	When school is redecorated advice regarding best colour scheme to meet the needs of pupils with visual impairment, autism or epilepsy will	SLT/Trust Estates team/Class teachers	

epilepsy.	be sort from appropriate SEN Service and advisors.		
All areas are well lit	Audited by H&S	SLT/Trust Estates team	
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff seat hearing impaired pupils appropriately. All classes are fully carpeted in the main work/teaching area. Hearing loop to be installed <i>as and when necessary</i> .	SLT/Trust Estates team	As and when needed
Furniture and equipment selected, adjusted and located appropriately, e.g low level sinks, provision of tables with adjustable height for wheelchairs, tray tables fitted to wheelchair, standing frames, writing slope, wedge support	Appropriate furniture/accessories on loan from Occupational Therapy as appropriate or use of pupils' own equipment.	SLT/Trust Estates team/SENDCo	As and when required

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Access to Information

Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Time frame
<p>Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g, positioning when talking to a hearing-impaired learner, need for simple language and visual prompts for those with learning difficulties.</p>	<p>External advice given by specialists.</p> <p>Lesson observations.</p> <p>Staff Meetings to discuss <i>when needs arise</i></p>	<p>SLT/SENDCo</p>	<p>As and when required</p>
<p>The school will liaise with School support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.</p>	<p>To make sure we identify any pupils, parents and carers who may have difficulty with the standard printed format.</p>	<p>SLT/SENDCo</p>	<p>As appropriate and when requested.</p>
<p>The school ensures that both in lessons and parents' meetings, information is presented in a user-friendly way, e.g, by reading aloud, using overhead projectors/PowerPoint presentations etc</p>	<p>Interactive white boards used in all classrooms.</p> <p>For parents who cannot read, information can be read to them.</p> <p>Separate report can be requested to be sent if a parent does not live at same address</p>	<p>SLT/SENDCo</p>	<p>Continuous</p>

	Website updated regularly & weekly news letter sent to all parents by hand or e-mail, depending on arrangements made with individual parents and carers		
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