

## ACCESSIBILITY PLAN 2017-2020

**A rolling programme of improvement leading to a fully inclusive environment for all learners, parents and visitors**

### **Strand 1 – Increasing the extent to which disabled pupils can participate in the school curriculum**

<b>Task</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Time Scale</b>	<b>Monitoring</b>	<b>Impact</b>
Consider whether teaching and learning can be improved to increase access	When purchasing new furniture to ensure that there is suitable furniture in each class for disabled pupils as required	All staff when ordering furniture using their class or coordinator budgets	Staff notified with immediate effect from this year's budget	SLT	No new furniture purchased without disability access being considered
	Classroom plan to include seating arrangements/work stations for any pupils identified with a disability – Sight/hearing/concentration Etc.	Class teacher/ TAs	Ongoing to allow for new children arriving in school during the academic year	SLT	
	Teachers to consider learning activities to ensure access to all curriculum activities for all		Termly review	SLT	

**Strand 2 – Improving the physical environment**

<b>Task</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Time Scale</b>	<b>Monitoring</b>	<b>Impact</b>
Consideration to be given to any proposed building works and improvements.	To raise awareness of disabled access and routes through all areas of the school.	Governor Premises Committee	Ongoing	Governing body	Equal access for all to the school building
Consider the whole school grounds and other provision used by the school	Wheelchair access to and within school garden, Raised vegetable beds	Head Teacher Premises Governors	Ongoing	Head Teacher	Equal access to all for the school playground and garden
Consider ASD or dyslexia friendly classrooms	Ask advice from support services. Prepare report for staff meeting  Transition between year groups for children with ASD/Dyslexia to be improved. Staff meeting time allocated and annual June INSET day  Booklets briefing staff on SEN/IEPs etc available, and available for all teaching and support staff  Purchase appropriate ASD/Dyslexia resources	SENDCo   SENDCo / SLT  SENDCo	Annual Summer review	SLT   SENDCo / SLT  SENDCo / SLT	Raise staff awareness. Staff fully prepared for ASD/Dyslexic pupils in their class

**Strand 3 – Information for disabled pupils which is provided in writing for pupils who are not disabled**

<b>Task</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Time Scale</b>	<b>Monitoring</b>	<b>Impact</b>
<b>Typical information to consider:</b> Homework Timetables Worksheets Teacher marking and feedback Notices Tests	Staff meeting discussions on what issues may arise eg. Staff to write in home/school books or homework diaries. Alternative homework	SENDCo	Ongoing	SENDCo	Equal access to information for disabled pupils
<b>Consider information for parents</b>	Introduce electronic communication. Teacher to give verbal explanation to child backed up by written information to parents. Weekly newsletter for reinforcing information; Consult with parents on: communication, effectiveness of IEPs/IBPs, homework, parent evening information	Head Teacher and class teachers	Ongoing	SLT	Equal access to information for all pupils and parents

**Strand 4 – Disability Equality Duty – Whole school actions**

<b>Task</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Time Scale</b>	<b>Monitoring</b>	<b>Impact</b>
<b>Staff and Governor Training</b>	Ensure the SEN Governor embraces responsibility for disability throughout the school. Staff and Governor disability awareness training.	Head Teacher Governors – SEND Governor: Emma Higham.	Annually; ongoing	Governing Body	Raise Governor and staff awareness of disability issues and statutory requirements.
<b>Review of whole school policies</b>	Include equal opportunities and disability access in review of all policies as they arise in the annual cycle.	Head Teacher	Annually; ongoing	Governing Body	Disability Equality statutory/non-statutory requirements met
<b>Data collection, monitoring, evaluation, implementation</b>	Annual audit of school status.	Head Teacher, Chair of Governors – Sarah Boardman SENDCo	Autumn Term annually	SLT Governing Body	All needs fully supported and resourced.