



ACCESSIBILITY PLAN 2015 – 2018

Aim 1 – To increase the extent to which disabled pupils can participate in the school curriculum.

Our Key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with pre-school providers to review potential intake.	Identify pupils who may need 'additional to or different from' provision.	Annually	SMT EYFS teacher	Procedures / equipment set in place for new school year.
	To review all statutory policies regularly to ensure that they reflect inclusive practice and procedure	Comply with the Equality Act 2010	Ongoing	Govs	All policies clearly reflect inclusive practice and procedure.
	To establish good working relationships with parents	Ensure collaboration and sharing between school and families.	Ongoing	SMT All teachers	Clear collaborative working approach
	To continue to develop good working relationships with outside agencies for pupils with ongoing health needs	Attend meetings as appropriate Keep up to date with available support networks	Ongoing	SMT/Teachers TAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all	Use of specialist advisory teachers through the clusters. CPD for Staff A differentiated curriculum with alternatives offered as appropriate. Multimedia activities to support most curriculum areas. Use of interactive ICT equipment . Specific equipment sourced from ATT or OT.	Ongoing	Teachers SENCo Outside Agencies	Advice taken and strategies evident in classroom practice.

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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To regularly review attainment of all SEN pupils.	Pupil Progress meetings. Regular meetings with parents. Compare progress data of SEN children with national benchmarks and progress of non-SEN children.	Termly Twice yearly	Class Teacher SENCo SMT SEN governor	Pupils with SEN are making at least expected progress compared with national figures. The gap in attainment between SEN pupils and non-SEN pupils is closing
	To monitor the attainment of more able pupils.	Provide enrichment opportunities for more able children. Pupil Progress meetings.	Ongoing Termly	Class Teachers SMT Governors	More able children making more than expected progress.
	To promote the involvement of disabled students in classroom discussions /activities To take account of variety of learning styles when teaching.	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Screen magnifying software • Speech and Language training for relevant staff • Giving alternative activities to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow in to adults who have some understanding of the needs of disabled people. 	As appropriate	Whole school approach	The needs of all disabled pupils, parents and staff are met.
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	To evaluate and review the above targets annually.	Review by Health, Safety and Safeguarding committee in the Autumn Term.	Annually	Governors	All children are participating as fully in the school curriculum as possible and making good progress.
	To deliver findings to the full governing body.	Report to full GB meeting.	Annually	Governors	Governors are fully informed about the extent to which



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Aim 2 - To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of the school	School will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Ongoing	SMT	Needs of all are met.
	To ensure that school modifies the physical environment in response to the needs of the school community.	<ul style="list-style-type: none"> • Create access plans for children as appropriate. • Encourage all members of the school community to communicate their access needs. 	As needed	SENCo All staff	All members of the school community have their access needs met.
	To ensure that disabled parents have every opportunity to be involved.	<ul style="list-style-type: none"> • Offer disabled parking spaces for dropping off and collecting children. • Adopt a proactive approach to identifying the access requirements of parents and respond accordingly. 	As needed	Whole school approach	All parents feel that they have are supported and have the opportunity to be fully involved in their child’s education.
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To improve community links	School to continue to have strong links with the cluster and wider community by: <ul style="list-style-type: none"> • HT cluster meetings • Cluster SEN meetings • Signposting access to universal services • Inviting local community groups to use school facilities 	Ongoing	All staff	The wider community will make use of school resources.



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		<ul style="list-style-type: none"> Offering extra-curricular opportunities for the wider community 			
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To ensure driveway, roads, paths around school are as safe as possible.	<ul style="list-style-type: none"> Reminders to parents about road safety Pedestrian training for younger children Cycle training for children Regular liaison with PCSOs 	Ongoing	SMT Class teachers	No accidents.

Aim 3 – To improve the delivery of information to disabled pupils and parents.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> Raising awareness of font size, page layout and background colour of paper. Ensure a variety text types are purchased for the school library. Ensure signage is clear and accessible to all. 	Ongoing	All staff	Written information is able to be accessed by all.
MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children’s records ensuring school’s awareness of any disabilities	<ul style="list-style-type: none"> Information collected about new children is shared with appropriate staff. Staff ensure that they communicate any needs when children move to a new class or school Care plans are displayed on notice board. 	Annually As needed	Office Staff Teaching Staff SENCo	All staff are aware of any disabilities .



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LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In School record system to be reviewed and improved where necessary.	Record keeping system to be reviewed.	Continual review and improvement	Admin Staff SMT	Effective communication of information about disabilities throughout the school.