

Accessibility plan



Acresfield Primary School

Last updated: September: 2017

Date of Governing Body approval: 21/11/17

Committee Responsible for Review: Environment

Signed: [Chair of Governors]

Signed: [Headteacher]

ACRESFIELD PRIMARY SCHOOL
ACCESSIBILITY PLAN



1. This Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school and covers the period from September 2015 - July 2018.
2. We 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 develop a culture of awareness, tolerance and inclusion.
3. Acresfield plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. 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:
 - Equal Opportunities and Diversity
 - Staff Development
 - Health & Safety
 - Special Needs
 - Behaviour Management
 - School Improvement Plan
 - Asset Management Plan
8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken by the school in conjunction with a named governor. 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, where relevant, a section relating to access will be added to that on Equality and Diversity.
10. The School learning platform will make reference to this Accessibility Plan.
11. The Plan will be monitored, to assess its impact on the school community, through the Curriculum and the Environment Committees of the Governors.
12. The school will work in partnership with the local education authority
13. The Plan will be monitored by Ofsted as part of their inspection cycle.

Possible Accessibility Issue	Situation at present/Action	Timescale	Person(s) Involved	Success Criteria	Monitoring
Is the curriculum designed to allow equal access?					
Pupil attainment	Data is analysed to ensure progress of all pupils is being made. There is no current evidence of inequality in achievement	Termly pupil progress reviews	Curriculum leaders SLT	-identified groups of pupils make expected progress. eg SEN,FSM,Service,EAL, Boys,girls.	SLT monitoring each term SIP monitoring visit autumn
Differentiated Curriculum	All teachers provide differentiated planning to meet the needs of all pupils in the classroom	Weekly planning	All class teachers	-children's needs are met as a result of an appropriately differentiated curriculum	Curriculum leaders termly monitoring
Meeting the needs of pupils with identified special needs	Termly individual action plans Access to learning centre for identified pupils requiring support beyond the classroom differentiation	SEN support documents termly Tracking pupils to identify pupils for learning centre support termly	All teachers Inclusion manager	- Children on the special needs register access the curriculum and have their needs met through targeted support and intervention	Inclusion manager to monitor SEN support documents Inclusion manager with SLT to monitor learning centre provision and pupil progress
Pupils with English as a second language	Pupils with English as a second language receive differentiated support as appropriate. This could include	termly	All teachers	- Children with English as an additional language receive appropriate support to enable them to access all aspects of the curriculum	Inclusion manager with class teachers. Tracking pupil progress files.

	extra letters and sounds, computer software, extra time for assessments				
Resources	Provision of appropriate resources to support pupils with access to the curriculum Eg Alpha Smart laptops Visual timetables Enlarged texts Mobile toilet	On going according to pupil demand	All teachers to report needs to inclusion manager	- resources are in place to enable all children to access a full curriculum including P.E, music and ICT.	Inclusion manager to monitor resources are in place to support needs of identified pupils
Curriculum Access	All pupils access the full curriculum. To ensure this, adults are used to support targeted pupils, resources are provided as required eg modified musical instruments. Support is given for residential visits eg through deployment of extra adults, support with administration of medicine, modification of activities All curriculum leaders have an inclusion statement to identify how their	On going as need arises through the year	Inclusion manager All staff	- resources are in place to enable all children to access a full curriculum including P.E, music and ICT.	Monitored by curriculum leaders in consultation with inclusion leaders

	curriculum area meets the needs of all pupils.				
Is the building designed to meet the needs of all pupils?					
Access - Building Design	Access available through the Foundation Stage door and Year 1 door - both of which have ramps. A mobile ramp is accessible for front door entrance. Access issues to be incorporated in future building work.	Daily basis as required.	Premises officer	- all pupils and their families, with mobility difficulties fully able to access the school	Governors environment committee
Facilities	Sensory room being built off early years classroom	To be completed autumn 2017	Contractor	- appropriate children able to access room to meet their physical/emotional/learning needs	Governors environment committee
Is communication in place to meet the needs of all its community?					
Presentation of information	Identified children have access to visual timetables. A children's newsletter is published each half term. Identified children have access to alphasmart keyboards.	Daily basis as required	Inclusion manager All staff	-children understand their daily timetable -parents kept up to date and able to access school communication	Monitored through inclusion checklist