

Accessibility Action Plan 2013-2016

Objective	Action/Activity	Resources	Person Responsible	Time Scale	Monitoring	Evaluation
To ensure that the physical environment of the school building and school site are fully accessible to all pupils, staff and the whole school community.	Incorporate when/where appropriate recommendations of LA Access Audit.	LA Accessibility Audit.	HBC.	Ongoing.	Monitored by LA: BIF1/BIF 2; Building Regulations; planning permission (if relevant). All staff responsible for monitoring any situations that are potentially unsafe for any member of the school community. Risk assessments/SIRFs evaluated by HBC Well-being team. Reports to Governors in termly Headteacher reports.	Site supervisor and Headteacher to evaluate accessibility of site for all stakeholders / school community.
	New builds/refurbishments to take account of all access issues.	Single Equality Scheme.	Governing Body.	Ongoing.		
	Staff are aware of their 'duty of care'.	Staff Handbook.	All staff.	Ongoing		
	Staff are able to act on concerns and complete risk assessments when potentially unsafe situations are identified.	Safety Incident Review Forms (SIRFs).		Ongoing.		
	Regular monitoring of site to ensure it remains safe for the whole school community.	LA H&S inspection. Internal H&S inspections.	HBC Well-Being Team / Site supervisor / staff representative / H&S governor.	Annually. Termly.		
Review of school's general risk assessments.	School 'general' risk assessments.	HT.	Annually.			
All pupils have access to all aspects of the curriculum on their level and need.	All pupils' needs are met.	STP.	Teachers.	Ongoing	Evaluated via RAISEonline data. SENCo to evaluate in terms of % APDR targets achieved. Subject coordinators / SLT to monitor the effectiveness of the curriculum. Subject leaders to evaluate the effectiveness of resources used to deliver the curriculum. Evaluate the value of multi-agency/outreach support with LA, parents, pupils and staff at SEND reviews.	Headteacher / SIP to evaluate the impact of the curriculum for all pupils, including vulnerable groups.
	Planning is differentiated to meet the needs of all pupils.	Provision Map Proformas (SEND).	Teachers.	Ongoing		
	Assess, Plan, Do and Review (APDR) forms completed for identified pupils (SEND).	APDR proformas (SEND).	SENCo / teachers.	Ongoing		
	Curriculum is adequately resourced with specialist equipment where necessary.	Capitation Budget: curriculum subjects / SEND / Most Able.	Subject coordinators / leaders.			
	Access outreach help for specific pupils.	All staff / health professionals and support services.	SENCo / teachers.			
	Intervention groups, i.e. Letters & Sounds, 'Nessy'.	Intervention software.	Teachers / support staff.			
	Curriculum information forwarded to parents at the start of the academic year.	School website.	DHT / HT.			

To ensure that school policies reflect a commitment to accessibility for all.	All relevant policies to have reference to disability equality and accessibility, as identified on the school's Single Equality Scheme.	Directed time, twilights and/or PD Days (as required). 'Safeguarding Procedures' template (all staff to sign). Relevant policies.	HT. Subject coordinators / leaders.	Ongoing. Sections added as and when policies are reviewed.	Deputy Headteacher and Link Governors to monitor.	Headteacher to evaluate – policies to include a section relating to 'accessibility'.
To plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.	Review out of school provision to ensure compliance with legislation. Audit of extra-curricular / after school activities – are clubs accessible to all pupils?	'Pupil Premium' available (access to external clubs, i.e. HUCSF). Additional resources needed to deliver extra-curricular / out of school activities.	Extended Schools coordinator.	Annually.	Extended Schools coordinator to monitor take-up. Link Governor (PE) to monitor.	Headteacher to evaluate, focusing on vulnerable groups (in particular, 'Pupil Premium' pupils).
To improve children's awareness of disability issues.	PSHEE curriculum and assemblies to raise awareness of disability issues. Disability equality issues are incorporated into the PSHEE curriculum.	LTP. MTP. Additional resources needed to deliver the PSHEE curriculum.	PSHEE subject coordinator / leader. LA.	Ongoing.	Subject coordinator / leader and PSHEE Link Governor to monitor.	Headteacher to evaluate planning/work to ensure disability issues are included in the PSHEE curriculum.

Success Criteria

- All new builds/refurbishments comply with Disability Discrimination Act (DDA) and current Accessibility Building Regulations.
- Inclusion is led and managed to a high standard and integrated into the strategic vision of the school.
- Clear evidence of intervention programmes having a positive impact on pupil progress, achievement and wellbeing.
- APDR targets achieved exceed 70%.
- Children with physical disabilities can move freely within each classroom environment.
- Activities are conducted in an inclusive environment with providers that comply with all current and future legislative requirements.
- Pupils have a greater understanding of disability issues.
- The curriculum is differentiated appropriately to take account of the learning needs of individuals.