

# ACCESSIBILITY PLAN



## Section 1: Delivery of the Curriculum

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
1	Teachers and TAs have the necessary training to support disabled pupils	Continue to deliver relevant training and access to specialist resources	All children have access to the curriculum with the benefit of trained staff and appropriate resources	Ongoing as required	Any individual needs are met
2	Class bases are optimally organised for disabled pupils	Arrange furniture and seating plans to maximise curriculum access, vision and hearing	Class bases are adapted as needed	Ongoing as required	Any individual needs are met
3	Lessons provide opportunities for all pupils to achieve	Follow the existing school policy to maximise curriculum access to pupils and utilise the assessment process to adapt delivery to individual needs	Children are able to appreciate the progress they have made and the varied opportunities presented to them		Individual needs are met and external audit confirms the appropriate strategies are in place and being acted upon
4	Lessons responsive to pupil diversity	Adapt teaching styles to maximise curriculum access	Effective teaching for the whole class is delivered which accommodates diverse needs	Ongoing as required	Exciting inclusive lessons are provided and regularly observed
5	Lessons involve work to be done by individuals, pairs, groups and the whole class	Encourage the use of varied learning styles to include planned interactive working	Varied teaching styles are used as appropriate	Ongoing as part of regular lesson planning	When a variety of methods are observed as being in use
6	Pupils encouraged to take part in music, drama and physical activities	Encourage all pupils to make maximum use of the opportunities offered to them and to promote the Healthy School Initiative	All pupils can take part in activity of interest to their particular skills and aptitudes	Ongoing as part of existing policy	When sporting or artistic performances continue as at present
7	Recognition by staff of the mental effort expended by some disabled pupils (e.g. when using lip reading) and allowance made	Provide staff with appropriate training and access to relevant resources and encourage the exercise of discretion on the part of staff to accommodate any	All pupils take part to fullest extent possible in learning and contributing	Ongoing as required	Lessons are adapted to the needs of individual pupils as required

		difficulties			
	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
8	Recognition by all staff of the additional time required by some disabled pupils to use equipment in practical work	Training and access to be provided as above to supplement existing policy to provide extra time for SATs tests, readers and digital sound tracks for the hearing impaired	As above	As above	As above
9	Provision of alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities (e.g. some forms of exercise in physical education)	Ensure viable alternatives are considered and approved	All pupils have access to beneficial physical activities appropriate to their needs	Ongoing as required	No pupil is denied access to necessary IT resources
10	Provision of access to computer technology appropriate for pupils with disabilities	Existing computer and IT resources are adapted and used to the full and specialist equipment is researched and sought	All pupils have access to computer technology appropriate to their needs and abilities	Provision as required	No pupil is denied access to necessary IT resources
11	School visits accessible to all pupils, irrespective of attainment or impairment	Transport, accommodation and TA/Parent assistance to be researched and utilised	All school visits available to all pupils	As required	When no child is excluded from any relevant school visit
12	High expectations for all pupils	As existing policy	Expectations are communicated to and understood by all pupils	At present and continuing	When pupils seek to perform to the best of their ability at all times
13	Removal by staff of all barriers to learning and participation	All staff encouraged to be versatile to adapt to differing needs	Innovative and solutions are in place	As required	Full curriculum access is achieved

## Section 2: School designed to meet the needs of all pupils

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
1	Size and layout of class bases, halls, library etc. accessible to all pupils	Wheelchairs will have access to downstairs accommodation which is fully equipped for all needs	Layout of class bases can be re-arranged as necessary to suit the requirements of individual pupils	Not applicable	School accessible
2	Movement around lower school unrestricted for wheelchair users	All areas for pupils located at ground level. Doorways designed to accommodate wheelchairs	Not applicable	Not applicable	School accessible
3	Toilet access for all pupils	Disabled toilet located at ground level	Suitable low height toilets and basins in disabled toilet to meet requirements of buildings regulations and DDA	Not applicable	School accessible
4	Pathways and travel around the school site is logical and well signed	All areas are accessible by ramp, there are no steps	No works necessary	Not applicable	School accessible
5	Parking arrangements safe to pupils	Car park separate from playground. Disabled places clearly marked.	Sleeping policemen installed at end of the car park to slow traffic		Car park safe to pupils
6	Emergency and evacuation systems to inform all pupils with SEN and disability	Seek advice from specialist services of alarm system that caters for visual and auditory impairments	Installation of visual alarms	As required by enrolment of pupils with special needs	Safety and well-being of pupils ensured
7	Décor or signage considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy	Review all signage with advice from surveyor	Replace any unsuitable signage	As required by enrolment of pupils with special needs	All signage clear to disabled pupils

### Section 3: Delivery of materials in other formats

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
1	Provision of information in simple language, symbols, large print, on audiotape or in Braille for pupils who may have difficulty with standard forms of printed information	Adapt as required utilizing digital soundtrack, readers, IT, large font copies etc.	Access to curriculum materials and information is achieved	As needed	Potential difficulties are identified and removed
2	Presentation of information to groups is user friendly for people with disabilities	Teaching styles and use of teaching aids to be adaptive	Materials are presented in a way accessible to pupils of all abilities	As needed	When presentation methods of value to all pupils are in use as appropriate
3	Use of Computing and other facilities to produce written information in different formats	Existing policy to maximise the benefits of IT reaffirmed	A variety of written formats is available	As needed	Maximum use of IT and other resources (such as SEND provision) is achieved
4	Staff familiar with technology and practices developed to assist people with disabilities	Maximise the use of the existing SEND resources and exercise vigilance to maintain awareness of all technological and teaching developments to optimise curriculum access	Staff are aware of and use the best available methods and resources to benefit pupils of all abilities	As needed	Best practice methods are in place and in use