

Dalton St Michael's C.E. Primary School

Accessibility Plan

Belong, Believe, Achieve
Dalton St Michael's
A place to shine

We want all children to enjoy school, to be challenged to achieve their very best, and to provide all our children with a wealth of learning experiences. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Purpose of Plan

This accessibility plan shows how Dalton St Michael's C.E. Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- 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 Equality Act 2010). 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.

Equality and Inclusion				
Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure Accessibility Plan and Equality Statement is an annual agenda item at Governors Meetings	Clerk to Governors to add to list of required publication details.	Annually	Headteacher and Governors	Adherence to current Legislation is ensured and displayed on school website.
Ensure classroom teachers and support staff have specific training on disability issues where applicable	Be aware of staff training needs Staff access appropriate CPD	As required	SENCO	Raised confidence of teachers and support staff
Use ICT software to support learning wherever necessary	Make sure software installed where needed on laptops and i-pads	As required	ICT manager; ICT Technician; SENCO	Wider use of SEND resources
All educational visits to be accessible to all	Ensure each new venue is vetted for appropriateness	As required	Headteacher/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Continue to build on current good practice with regard to liaison between pre-school and high schools for all children and especially those with a disability	Meetings prior to admission with pre-school providers and high schools	Annually	Headteacher; SENCO; EYFS teacher; Y6 teacher	Transition into and leaving Dalton St Michael's C.E. primary School will be as smooth as possible

Physical Environment

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Audit accessibility of school buildings and grounds. Governors Resource Committee to review accessibility. Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	2016/17	Headteacher Governors	The school grounds will be accessible to all.
Improve accessibility to the school	To consider additional signage at the entrance to the Church/school carpark detailing how to ask for assistance accessing the school. To organise a quote for additional signage To liaise with the Church regarding additional signage and lighting on the car park.	2016/17	Headteacher Governors	Signs to be erected detailing support for accessibility to the school.

Curriculum				
Target	Strategies	Timescale	Responsibility	Success Criteria
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classrooms where applicable	Annually	Headteacher; SENCO	Classrooms are organised to support additional furniture etc. for children with additional needs.
Access arrangements to meet individual's needs when taking external tests will be applied for and support provided when required.	Headteacher to apply for access arrangements when necessary.	When necessary	Headteacher; SENCO	All pupils will have their individual needs met, and any barriers to achieving their full potential
Teachers planning to include opportunities for all pupils to take part and achieve	Ensure differentiated activities include activities for individuals where appropriate	On-going	Headteacher	All planning will continue to meet the needs of every individual child
The school provision map includes all children requiring additional support which is 'additional and different' from those provided for other pupils	The provision map is reviewed each term and updated. Intervention and adult support is identified.	Termly	Headteacher; SENCO	The school Provision Map effectively identifies Intervention required and support given.
Support Plans accurately reflect the needs of individuals and plans for intervention that are 'additional and different' from those provided for other pupils	SENCO to work with classteachers on an individual basis to review and evaluate Support Plans for individual children in their class	On-going	Headteacher; SENCO	All Support Plans accurately include the next steps in learning against set success criteria

Written Information				
Target	Strategies	Timescale	Responsibility	Success Criteria
Policies will reflect the disability equality duty to pupils, staff and parents	As each policy is reviewed and evaluated we will ensure they reflect the disability equality duty to pupils, staff and parents	2016/17	Headteacher Governors	All policies will reflect the disability equality duty to pupils, staff and parents
Admission packs include request for information with regard to medical needs of pupils and/or parents	Admission pack and Induction procedures will ensure transfer of relevant information confidentially	2016/17	Headteacher Governors EYFS staff	Induction process meets the needs of all children
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print. School office will support and help parents to access information and complete school forms. Ensure website and all document accessible via the school website can be accessed by the visually impaired.	On-going	Headteacher	All parents receive information in a form that they can access. All parents understand what are the headlines of the school information.

Signed:	Signed:
	On behalf of the Governing Body
Head Teachers name:	Chair of Governors name:
Mrs Adele Robinson	Mrs Maureen Faulkner
Date:	Proposed Review date:
December 2016	January 2018