

## Foxmoor School Accessibility Plan 2016-2017

Target	Tasks	Timescale	Relationship to School Development Plan	Finance	Responsibility	Monitoring	Success Criteria
<p><b>ACCESS TO CURRICULUM</b></p> <p>Ensure access to computer technology appropriate for pupils with disabilities. Use of 'eye – gaze' technology and speaking word processor</p>	<ul style="list-style-type: none"> <li>▪ ICT and 1 Team Action Plan includes prioritised purchasing list for computer technology as required for pupils with disabilities.</li> <li>▪ School staff to update on available technology on a termly basis.</li> </ul>	As required – unless needs of pupils in school require immediate action.	Currently Completed		All Key School Leaders	Governors	Access to appropriate computer technology is available to all disabled pupils.
<p><b>ACCESS TO CURRICULUM</b></p> <p>Ensure that all pupils with hearing disability have appropriate sound amplifying equipment</p>	Work with ATS to find best equipment. Hearing aids, transmitter microphones to be worn by teachers and FM receivers worn behind pupils' hearing aids.	As required	Currently completed		All staff	Inclusion Team Leader Governors	2X transmitter microphones + FM receivers . Full access for HI pupils.
<p><b>ACCESS TO CURRICULUM</b></p> <p>Reflect identified areas of need in lesson planning and delivery.</p>	<ul style="list-style-type: none"> <li>▪ Incorporate Quality First Teaching into all planning.</li> <li>▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</li> <li>▪ Purchase of resources to increase student participation.</li> </ul>	Ongoing		Nil	All staff	Inclusion Team Leader Governors	. SEN&D pupils have full access to N.C. and all extra-curricular activities
<p><b>ACCESS TO CURRICULUM</b></p> <p>Prioritise student participation in school activities.</p>	<ul style="list-style-type: none"> <li>▪ Promote student awareness of the rights of the child, especially Article 23: Children should have special care and support if they need it.</li> <li>▪ Ensure school activities are accessible to all students.</li> </ul>	Ongoing			All staff Governors	Inclusion Team Leader Governors	Increased participation in school life for students with disabilities.
<p><b>SCHOOL POLICIES</b></p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> <li>▪ Consider all policies in view of priorities 2A, 2B and 2C.</li> </ul>	Ongoing	Currently Completed	Nil	Governors	Governors	Access to all aspects of school life for all students.
<p><b>SCHOOL BUILDINGS</b></p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p>	<ul style="list-style-type: none"> <li>▪ Provide disabled parking bays.</li> <li>▪ Provide accessible toilets</li> <li>▪ Provide access to school field</li> <li>▪ Accessibility and clarity of signs around school.</li> </ul>	Ongoing	Currently completed there is full access.		Premises, H&S and Inclusion Team	Governors Inclusion Team	All tasks are completed there is full access to grounds, buildings and facilities.

	<ul style="list-style-type: none"> <li>▪ Awareness of independent access.</li> <li>▪ Clear identification of room functions.</li> </ul>						Independent access to all grassed areas. 2 x Disabled parking bays designated.
<p><b>CLASSROOMS</b></p> <p>Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs and actions for future improvements.</p>	<ul style="list-style-type: none"> <li>▪ Plan classrooms in accordance with pupil need.</li> <li>▪ Organise resources within classrooms to reflect student need.</li> <li>▪ Incorporate accessibility into any proposed structural alternatives.</li> <li>▪ Provide quiet areas within school.</li> <li>▪ Think beyond the ramp - look at accessibility in all areas of school life.</li> </ul>	Ongoing	Complete		Premises, H&S and Inclusion Team	Governors Inclusion Team	Appropriate use of resources for diverse needs of pupils with disabilities. Classrooms have been reorganized to allow pupils with mobility difficulties direct access to the outdoors.
<p><b>NEWSLETTERS AND DOCUMENTS</b></p> <p>Availability of newsletters and school documents in alternative formats.</p>	<ul style="list-style-type: none"> <li>▪ Use of pastel paper for dyslexic students, Scotopic sensitivity</li> <li>▪ Large print and audio formats as required.</li> <li>▪ Information in student planners when pupil's need requires this.</li> <li>▪ Home / School pack for students and ASD and pupils with communication difficulties.</li> <li>▪ Homework information available as information sheets in alternative formats when requested.</li> <li>▪ Use of symbol software.</li> </ul>	Ongoing		Nil	Admin and Inclusion Teams	Governors Inclusion Team	Information to pupils with disabilities and parents / carers will be improved. Staff use coloured backgrounds on the IWB. Pupils worksheets writing paper etc, provided on tinted paper. Improved rearing scores...

Key: Inclusion team to include SENDCo, parents and pupils with and without disabilities  
Premises team to include Premises Manager, governor and Headteacher  
H&S team –to include Health and Safety Officer and Premises Manager