

**DRAFT ACCESSIBILITY PLAN 2016-2019**

<b>Target</b>	<b>Action</b>	<b>Timescale / Expected Deadline</b>	<b>Lead Person</b>	<b>Success Criteria</b>	<b>Review (July 2017)</b>	<b>Achieved?</b>
To provide easy access to information	<p>Provide parents, pupils and staff with information in home languages.</p> <ul style="list-style-type: none"> <li>- Website</li> <li>- Letters</li> <li>- Parent Consultations</li> <li>- Signage around school to meet the language diverse needs of the population as a whole.</li> <li>- Sign in systems (Inventry) to be developed to include language packs, to enable ease of access to information.</li> </ul>	<p>Website language pack to be implemented for (September 2016)</p> <p>Whole school language support systems to be explored by July 2017 (language line interpreter service)</p>	Principal Vice Principal EAL Co-ordinator SENDCo	<ul style="list-style-type: none"> <li>- Information to parents shared in relevant language, based on identified need.</li> <li>- Signage around school will meet the diverse needs of the pupils.</li> </ul>		
To ensure effective access to the curriculum.	<ul style="list-style-type: none"> <li>• Ensure that lessons are differentiated to fully meet the needs of the children. <ul style="list-style-type: none"> <li>- Success for All English support prog. to be implemented from EYFS to Y5. From Y1 to Y5, this will include strategic setting based on reading abilities, through the use of a standardised reading age test. Training days to be organised to ensure effective staff knowledge is developed. Support visits (x 3) to be carried out during first academic cycle of implementation.</li> <li>- Prospectus curriculum to be personalised to meet the needs and interests of the pupils.</li> </ul> </li> </ul>	<p>SFA to be introduced during 2016 – 17 academic cycle.</p> <p>Review to be carried out via school facilitators and SFA lead (Joanne)</p>	Principal Vice Principal SENDCo Phase Leaders	<ul style="list-style-type: none"> <li>- Monitoring and feedback will demonstrate the effective use of differentiation in all lessons across the curriculum.</li> <li>- Support systems for staff will be developed and introduced based on identified need.</li> </ul>		
To provide explicit, direct training for staff	<ul style="list-style-type: none"> <li>• Development of Makaton training programme for Asperger's syndrome (Beacon Schools to support Kings Rise Academy – Federated School – with training</li> </ul>	July 18	Principal Vice Principal SENDCo Phase Leaders	<ul style="list-style-type: none"> <li>- Non-verbal communication strategies to be embedded</li> </ul>		

	needs. Rough Hay Staff to attend training as needed)		Beacon Schools	throughout school by July 18.		
To develop and refine the use of specialist equipment	<ul style="list-style-type: none"> <li>Staff to receive training on the use of specialised equipment to support individual pupils. (Sloping boards, ear defenders and adjustable tables, hearing aids and coloured overlays).</li> <li>Environmental audit to be carried out with relevant outside agencies as and when needs arise.</li> </ul>	January 2017	Principal Vice Principal SENDCo Phase Leaders Relevant outside agencies.	- Staff well-versed in the use of specific technological and non-technological resources to enable full curriculum access.		
To provide access to school site	<ul style="list-style-type: none"> <li>Wheelchair access to be developed and maintained throughout school.</li> <li>Accessible toilet present within EYFS. Additional accessible toilet to be developed in line with school growth needs (Strategic positioning to be considered in light of current toilet position.)</li> <li>Enlarged prints available for VI pupils (School signage) as required.</li> <li>Fit grab rails wherever necessary to aid movement around school.</li> <li>Ensure disabled parking space</li> </ul>	July 2018	Executive Principal Principal Site Manager Outside Agencies	- Whole school site accessible by all pupils regardless of need.		
To provide specialist play equipment	<ul style="list-style-type: none"> <li>PE co-ordinator to complete an audit of need at lunchtimes and develop appropriate provision.</li> </ul>	July 2019	- Principal - PE Co-ordinator - Staff	- Pupils' needs adequately provided for.		
To develop a sensory provision area in school.	<ul style="list-style-type: none"> <li>Develop peace garden and outdoor areas in terms of seating, quiet time and sensory stimulation.</li> <li>Develop pond area to support ongoing sensory provision.</li> <li>Provide access to a sensory stimulation room for children with specific multi-sensory learning difficulties.</li> </ul>	July 2019.	- Executive Principal - Principal - Business Manager - Staff - Parents - Pupils -	- Specific areas of needs met via appropriate are development around school. - Fixed locations to be developed for pupils based on need.		
To ensure	<ul style="list-style-type: none"> <li>Fob access systems to be maintained</li> </ul>		- Principal	- Site is secure		

<p>secure site access</p>	<p>throughout school.</p> <ul style="list-style-type: none"> <li>• All visitors to wear relevant badges at all times around school.</li> <li>• Ensure grounds are clear (vegetation to be removed from pathways etc)</li> </ul>		<ul style="list-style-type: none"> <li>- All staff (challenge unknown visitors</li> <li>- Site Manager.</li> </ul>	<p>from external access.</p> <ul style="list-style-type: none"> <li>- Site risk assessments demonstrate the modifications to ensure safe access for all on premises.</li> </ul>		
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