

## Accessibility Plan



**Article 23** - Children have the right to special care and support

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.

### Increasing Access to the Curriculum

Each disability will be assessed individually and appropriate action/resources will be put into place at each point of change.

Target	Action			Person responsible	Actions required/Resources	Timescale	Outcome
	H	M	L				
All policies to be inclusive		✓		Governing Body	On review of each policy during two year cycle ensure they are inclusive.	ongoing	<b>Policies take into account the needs of all stakeholders.</b>
All teaching to take into account the needs of all learners.		✓		All Subject Link Teachers	Staff to continue to share good practice. Senior and subject leaders to monitor through drop-in visits, lesson observations and planning scrutiny.	ongoing	<b>Inclusive teaching in place throughout school.</b>
Texts to be accessible to all learners	✓			VP and class teachers	Consideration given to the specific needs of individual children.	ongoing	<b>Inclusive learning resources available to all.</b>

<p>School can meet the personal care needs of all pupils.</p>		<p>✓</p>	<p>Class texts and resources to be appropriately modified in light of guidance given from Outside Agencies. Computing technology to be considered and adaptations made that take into account the needs of the learner, including VI and HI.</p>				
		<p>✓</p>	<p>The appropriate staff job descriptions include the need to support some children with personal care needs. Lifting and handling training available to appropriate staff. Team Teach training available to appropriate staff.</p>	<p>Specific staff members.</p>		<p>ongoing</p>	<p><b>Job descriptions are reviewed at first Performance Management meeting. Staff confident at Lifting and Handling techniques. Staff confident with Team Teach techniques.</b></p>
<p>All children are able to access extra curricular opportunities.</p>			<p>Activities take into account individual needs and reasonable adjustments are made to ensure all children are able to access.</p>	<p>CB</p>	<p>Liaison between club coaches, school staff and parents.</p>		<p><b>Opportunities available for all.</b></p>

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### Improving the provision of information

Each disability of a stakeholder will be assessed individually and appropriate action/resources will be put into place at each point of change.

Target	Priority Rating			Objective	Person Responsible	Actions required/resources	Timescale	Outcome
	H	M	L					
To improve access for parents to information about school.			✓	School website to conform to accessibility protocols. To develop its use as a means of delivering information to children and parents. Accessibility Policy is available on school website and in paper form from the School Office on request.	KB KC	Reviews of website by Subject Leaders to ensure all information is current	ongoing	<b>Those parents who are unable to access school easily, keep up to date on school issues by using website.</b>

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### Improvements to the physical environment

Each disability of a stakeholder will be assessed individually and appropriate action/resources will be put into place at each point of change - this includes needs for access to top floor.

Target	Priority Rating			Action	Person Responsible	Actions required/resources	Timescale	Outcome
	H	M	L					
Learning and physical environments are inclusive to all.		✓		Specialist equipment, areas and furniture is available when needed.	CB	Visually and hearing impaired children to be given priority in checking needs are met.	ongoing	<b>Equipment is installed and stored neatly and adequately.</b>
	✓			Fire evacuation procedures, alarms, etc reviewed to take account of the needs of all pupils and staff and specific needs are recorded.	CB	Review taking account of visually and hearing impaired children.		<b>ETAs responsible for child are clear about procedures.</b>