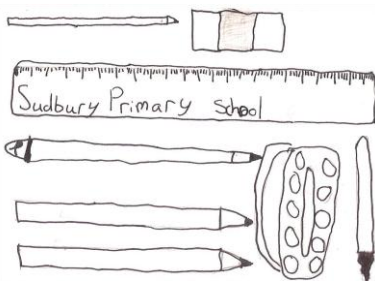


# Sudbury Primary School

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## 2018-19 Accessibility Plan – Improving access to the curriculum

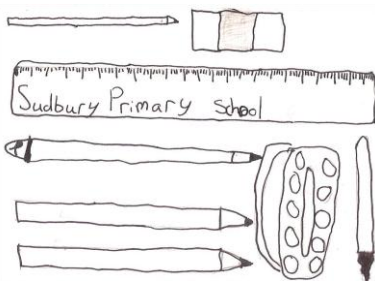
Targets	Action	Strategies	Time frame	Resources & Costing Responsibility	
Short Term Plan	To assess the needs of new staff and send them on suitable courses by allocating money from standard funds.	School to use Professional Development Opportunities as provided by LA.	Ongoing	2X Supply @ £250 2x courses @ £150	Staff will have skills required to teach and support pupils with disabilities
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act	Ongoing	Governors HT Subject leaders	
	To establish close links with parents	To ensure collaboration and sharing between school and families	Ongoing	Governors HT All staff	
	To ensure full access to the curriculum for all children	Employment of specialist advisory teachers A range of support staff Multimedia activities to support most curriculum areas Use of interactive IT equipment	Ongoing	All staff External professionals, EP, OT etc	
Medium Term Plan	Improve provision for children with ASD	Develop staff knowledge and skills in managing children with ASD	Ongoing	Staff training led by autism outreach, for teachers & TAs – staff meeting & EP time	Staff have increased confidence and skills in working with children with ASD
	To carefully review attainment of all SEN pupils	SENCO/ class teacher/TA meetings to assess pupil progress Regular liaison with parents	Termly	Class teachers TAs SENCO	Progress made towards IEP targets Provision mapping
Long Term Plan	Build staff strengths towards meeting the needs of individual children with a range of disabilities.	Allocate staff meeting time for SEN meetings. Liaise with SEN advisers, EP etc. to provide training at staff meetings	1 meeting (or part of) per term.	Staff meeting time	Individual children with disabilities will have their needs catered for.

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	Ensure compliance with DDA and Code of Practice	Staff and Governors informed of requirements and obligations of DDA, and the accessibility plan	Ongoing	Staff time	Staff and Governors understand legal requirements and obligations of DDA
	Set up resource bank, for the collection of available information - how children with disabilities are able to access all curriculum areas	Staff meetings related to materials available and their uses.	Ongoing	Time / Internet / LA Special Needs advisers SSEN training	All children have access to lessons
	To evaluate and review the above targets annually and deliver findings to governing body	Sub committee meetings	Annually Termly sub committee meetings	HT Senco Governors	

## 2018-19 Accessibility Plan – Improving delivery of written information

Targets	Action	Strategies	Timeframe	Resources & Costing	
Short Term Plan	Ensure parents know that they can have a larger print version of any communications	Advice and training as required; put details on the newsletter	Ongoing	Newsletter	
Medium Term Plan			Ongoing		
Long Term Plan					

## 2018-19 Accessibility Plan – Improving the physical environment

Targets	Action	Strategies	Timeframe	Resources & Costing	
Short Term Plan	Improve physical environment of school	The school will take account of the needs of pupils, staff and visitors with physical	Ongoing	HT Governors RMC	Needs will be met where possible

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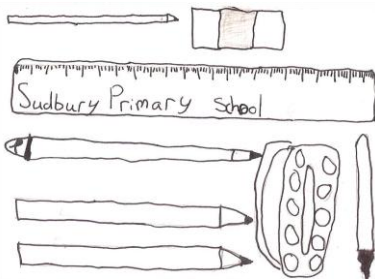
		difficulties and sensory impairments when planning and undertaking future improvements and refurbishments such as colour schemes, fittings, furniture etc			
	Ensure disabled parents have every opportunity to be involved	Disabled parking spaces available Offer telephone call to explain letters for parents who need this	Ongoing	Whole staff	
	Ensure visually stimulating environment for all children	Colourful, lively displays and inviting role play areas	Ongoing	Teachers Teaching assistants	Lively and inviting environment maintained.
	Ensure break out space is available for children who suffer from sensory overload	Magic room to be maintained and available to those who need it	Ongoing	BP	Magic room maintained and used regularly
	To ensure that the medical needs of all pupils are met fully within the capability of the school	Conduct parent interviews, liaise with external agencies; establish health care plan where required; training to be undertaken	Ongoing; to be reviewed constantly	Head teacher School nurse	
Medium Term Plan	To improve community links	Develop links with other schools to utilize their strengths and ideas	Ongoing	All staff	Improved awareness of disabilities Improved community cohesion
Long Term Plan	To ensure car park, paths around school are kept as safe as possible	Communication with parents via letters, signage Reminders to children about walking around the buildings	Ongoing	All staff	No accidents
	Continue to develop	Use sports funding to enhance facilities	Ongoing	HT	Inclusive, child-friendly play

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	playgrounds and facilities	Audit trim trail			areas

## Wheel chair access

The main building has small internal steps that would have to be adapted for wheelchair use by a pupil although these steps are within an area not ordinarily accessed by pupils. A grandparent with restricted movement uses the side entrance to school when required.

A ramp is available to access the pre-school building. The current railings outside the main entrance are removable and a temporary ramp can be installed.