

Accessibility Action Plan

In line with the 2010 Equality Act – also see Accessibility Policy

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.				
Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
Transition	Strong transition takes place to ensure staff have a clear understanding of individual children	July 2020	HT TA SENDCO	All pupils well prepared for next steps
To maintain close liaison with parents	To ensure collaboration and information sharing between school and families.	Ongoing	HT All Teachers & TA's	Clear collaborative working approach
To maintain close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT TAs Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all children	Contracts to work with specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas 	Ongoing	Head teacher Teachers SENDCO Ed Psych	Advice taken and strategies evident in classroom practice. All children supported and accessing curriculum.

	<ul style="list-style-type: none"> • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 			
Organisation of classrooms to ensure ease of access for all children	Check classroom layout, ensure appropriate for individual pupils and to promote independence.	July 2020	HT – all staff	All classrooms clearly promote independent learning
To evaluate and review attainment of all SEND pupils	<ul style="list-style-type: none"> • SENCO/Class teacher meetings/Pupil progress • Scrutiny of assessment system • Regular liaison with parents 	July 2020	Class teachers SENDCO	Progress made towards Support Plan targets -clear and detailed Pupil progress reviews-clear steps and progress made
To review all statutory policies to ensure that they reflect inclusive practice and procedure and are published on website as required.	To comply with relevant legislation	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure Website fully compliant
Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and	Ongoing	SMT	Enabling needs to be met where possible.

	more accessible facilities and fittings.			
Ensure visually stimulating environment for all children	Lively and engaging displays in classrooms that support and enhance learning.	Ongoing	Teaching and non-teaching staff	Engaging and inviting environment maintained.
Ensuring disabled parents have every opportunity to be involved	Ensure support for disabled parents to drop off & collect children Arrange interpreters from the RNID to communicate with deaf parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school initiatives. Pedestrian training Year 3 children Bikeability for EYFS, Year 1 and 5 children	Ongoing	PSHE Co-ordinator SMT Health and Safety officer	No accidents
Aim 3: To improve the delivery of information to disabled pupils and parents.				
To ensure all children with any disabilities have access to the curriculum	Regular parental communication offered in personalised formats according to need. Individualised multi-sensory teaching strategies used for children with disabilities.	Ongoing	All staff to be aware	All children able to access curriculum.
To continue improving communication for any hearing impaired member of the school community.	Use text phone where possible/needed.	Review annually	HT/SENDCo	Pupils and parents and visitors who are hearing impaired will be better able to access verbal information.