

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report. (Please see separate policies)
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Our Aims

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery of information to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

Action Plan

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

The future planned action work will be overseen and co-ordinated by the MAT, school governors and head teacher.

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Curriculum Access

Statement	Evidence	Action Required/ <i>When?</i>
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	INSET records for individual and whole school training. Additional records for individual training. External Agency written reports and advice.	Regular SEN Staff Meetings updating advice and planning requirements Specific training when needed
TAs to work closely with and	TAs appointed in school or	Specialist training as

support pupils with physical disabilities.	redeployment of TAs.	required Advice is sought and provided by outside agencies if required
Pupils with emotional, social and behavioural difficulties are supported in school.	Behaviour support advisor. Coaching and well-being sessions. Counselling service.	Individual sessions with counsellor or coach <i>when needed</i> . All staff are trained in coaching - achieved Termly coaching sessions for KS2 - achieved Referral made to behaviour support <i>when needed</i> .
Classrooms are optimally organised for disabled pupils	Classroom space - staff consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment.	Consider Year Group classroom changes to best meet the needs of disabled pupils. <i>As need arises</i>
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TAs.	Lesson observation records Lesson Plans Provision Maps	Continue to implement personalised learning when appropriate. <i>Continuous</i>
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs, church visits, concerts, performances etc.	Continue to implement personalised learning when appropriate.

		<p>Risk assessments to be undertaken if appropriate</p> <p><i>Continuous</i></p>
<p>Staff recognise and plan for the additional time and effort needed by some disabled pupils including slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities etc</p>	<p>All staff aware of needs & detailed in planning/Provision Maps</p> <p>Appropriate applications can be made for SATs - readers/scribes/extra time can be applied for.</p>	<p>Continue to implement personalised learning when appropriate.</p> <p><i>Continuous</i></p>
<p>Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport</p>	<p>Specialist equipment and 1 to 1 staffing if required</p>	<p>Continue to implement personalised learning when appropriate.</p> <p>Seek advise from PE leader.</p> <p><i>Continuous</i></p>
<p>ICT equipment is provided for & has been fitted with additional software/hardware to allow access for disabled pupils.</p>	<p>Enlarged keyboard, joystick & switches, large screen and correct audio equipment and environment for hearing loss. Use of Laptop or iPad.</p> <p><i>Specialist equipment to be purchased when needed.</i></p>	<p>Links with Specialist Advisory Support Service to provide updated software <i>as and when appropriate.</i></p>
<p>School visits are accessible to all pupils, regardless of attainment or impairment.</p>	<p>See Educational Visits policy - consultations with parents as appropriate.</p> <p>ALL risk assessments will include info re. Disabled pupils as and when appropriate. H&S policy.</p>	<p>Provision must be made for wheelchair users -this may be a member of staff driving the pupils/staff members Motability vehicle <i>as and when appropriate.</i></p>

All staff have high expectations for all pupils	Lesson Observations, tracking & target setting in place.	Continue to implement personalised learning when appropriate. Continuous
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, Pupil progress reviews, data drops, book scrutinies, pupil conferencing, SEN Reviews, Weekly staff meetings (TA & SLT meetings)	Continue to implement personalised learning when appropriate. Continuous

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Physical Access

Statement	Evidence	Action Required/ When?
The entrance to the school is fully accessible	The door is wide enough to accommodate a wheelchair and on one level.	Access intercom may need to be lowered for wheelchair users <i>As and when required</i>
The layout of areas such as hall, library, dining hall, reception, playground & field allows access for all pupils.	Doors are wide enough to accommodate a wheelchair.	<i>Ramps into Elliott classrooms as required (has been discussed with DDA team at County)</i> Layout of furniture would need to be altered <i>as required</i> Grass has been removed from the playground and replaced with an all-weather surface.

Access to classrooms	There are no ramps into the Elliott classrooms. Only some doors are wide enough to accommodate a wheelchair.	Wider doors/ramps into Elliott as <i>required</i> Some DDA work has already taken place, including markings, handles and changes to steps.
Pathways around school are safe and well signed.	Areas are clear and free from obstructions. Outdoor lighting is in place.	
Parking arrangements for all are logical and safe.	The school does not have a car park.	Arrangements for dropping off to be made <i>as required</i> .
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult.	PEEPs written <i>as and when required</i>
Disabled Toilet facilities have enough room to accommodate a toileting chair.	Installation of fully equipped disabled toilet in the main school building.	No disabled toilets in the Elliott classrooms
Signs are uncomplicated, and unambiguous.	See signage around school.	
School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.		When school is redecorated advice regarding best colour scheme to meet the needs of pupils with visual impairment, autism or epilepsy will be sort from appropriate SEN Service and advisors.
All areas are well lit	Audited by H&S Outdoor lighting.	

Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff seat hearing impaired pupils appropriately. All classes are fully carpeted in the main work/teaching area.	Carpet area in the hall classroom. Hearing loop to be installed <i>as and when necessary</i> .
Furniture and equipment selected, adjusted and located appropriately, e.g low level sinks, provision of tables with adjustable height for wheelchairs, tray tables fitted to wheelchair, standing frames, writing slope, wedge support	Appropriate furniture/accessories on loan from Occupational Therapy as appropriate or use of pupils' own equipment.	

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Access to Information

Statement	Evidence	Action Required / <i>When?</i>
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g, positioning when talking to a hearing-impaired learner, need for simple language and visual prompts for those with learning difficulties.	External advice given by specialists. Lesson observations.	Staff Meetings to discuss <i>when needs arise</i>
The school will liaise with School support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	External advice given by specialists.	<i>As appropriate and when requested.</i>
The school ensures that both in lessons and parents' meetings, information is presented in a user-	Interactive white boards used in all classrooms.	Communication survey taken annually by stakeholders and

<p>friendly way, e.g, by reading aloud, PowerPoint presentations etc</p>	<p>For parents who cannot read, information can be read to them.</p> <p>Separate report can be requested to be sent if a parent does not live at same address</p> <p>Website updated regularly & weekly news letter sent to all parents by hand or e-mail, depending on arrangements made with individual parents and carers</p>	<p>actions put into place.</p>
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