



ACCESSIBILITY PLAN

Ratified by Governing Body: April 2019

Next review date: April 2020

Purpose of plan:

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual and emotional needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our Accessibility Plan and its short, medium and long term actions will be reviewed and adjusted on an annual basis.

A new Accessibility Plan will be produced every two years.

Key Aims:

- Improve access to the physical environment of the school, adding specialist facilities as necessary, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.
- Increase access to the curriculum for pupils with a disability. This covers reasonable adjustments within teaching and learning, specialist aids and equipment and the wider curriculum of the school, such as after school clubs, visits etc.,
- Improve the provision of information to pupils, staff, parents and visitors with disabilities. All information will be made available in various formats within a reasonable time frame.

Principles:

- Compliance with the Equality Act 2010 is consistent with our setting's aims and equal opportunities policy and SEN information report.
- 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.

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Financial Planning and control:

The Head teacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Outcome	Action to ensure Outcome	Lead	Resources/ Finance	Time Frame	Evaluation
Information for Pupils, Parents, Carers, Governors and Staff – Process for Identifying Barriers: The school make's itself aware of local services, including those provided through external services, for providing information in alternative formats when required or requested.					
Availability of newsletters, school documents and classwork in alternative forms.	Use of pastel paper/workbooks/laptops for dyslexic pupils/parents/carers. Large print and audio formats as required. Support form teacher with homework details as required.	HT, SENDCo, Office Administrator	Office supplies budget. ICT budget.	Ongoing.	All community members feel valued and included. All children are able to access information. All stakeholders understand what the headlines of the school information are.
Physical Environment - Process for Identifying Barriers: To ensure the building remains accessible for all, the Head Teacher will monitor all risk assessments, service use and as part of the school evaluation process, feed back to the Governing body any modifications that may need to be made to ensure the building can be accessed and used by all.					
The school is aware of the access and evacuation needs of disabled pupils, staff, governors, parent/carers and visitors.	Development of access plans for individual disabled pupils as part of the IPM/EHCP process when required. School is aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process. All children with additional needs to have PEEP (Personal Emergency Evacuation Plan) included on their IPMs. Visitors briefed on fire safety procedures.	SLT, SENDCo, Office Administrator, Teachers, TAs, Premises Manager.	Devolved capital. Notional SEN budget. Enhanced SEN funding.	Ongoing.	IPMs/EHCPs in place for disabled pupils and all staff aware of pupil access and evacuation needs. All staff and governors feel confident their access/evacuation needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.

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Ensure that access to school buildings and site can meet diverse pupil, parents and staff needs.	Signpost parents and visitors to disabled parking spaces. Maintain wheelchair access to school frontage.	Premises Manager	Devolved capital.	Ongoing.	Community members feel valued and included. Raised awareness of disabled parking facilities.
Internal and external steps are clearly marked to benefit those with visual impairment.	Visibility paint/hazard tape applied to steps as appropriate.	Premises Manager	Devolved capital.	Autumn 2019.	Enhanced access within school buildings and grounds.
Curriculum - Process for Identifying Barriers: Teachers planning is moderated and monitored by SLT, SENDCo and subject leaders to ensure specific learning needs are accommodated and individual children's needs are identified.					
Ensure there is no discrimination based on disability within our policies and procedures.	All subject leaders to review curriculum area policies in relation to disability and equality implications.	SLT, SENDCo, Subject Leaders.	Subject Leader release time.	Autumn 2019	Full and inclusive policies in every relevant area.
Ensure all staff are confident and knowledgeable of pupils' needs.	Teachers to share knowledge of children in transition meetings and staff meetings. SENDCo will ensure that all information about children's identified and emerging needs is communicated to all relevant staff as required.	SLT, SENDCo	7 staff meeting sessions per annum.	Termly SEND Lead staff Meetings. Termly Pupil Progress Meetings. July teacher to teacher handover session.	Raised staff confidence in strategies for differentiation and increased pupil participation. Improved attainment outcomes for all groups of pupils.
Ensure access to the curriculum for all children regardless of disability.	Monitor planning to ensure that it is differentiated for all children and resources available to the children to aid learning if required. Learning walks, work samples and pupil interviews across school to ensure adjustments for effective accessibility are evident.	SLT, SENDCo, Subject Leaders.	SENDCo, Subject Leader release time.	Ongoing.	Children with specific needs have equal access to the whole curriculum. All learning styles are addressed effectively in a way that helps the children achieve their full potential. Children with any specific needs have appropriate equipment

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					provided for them with the support of external agencies / advisory services.
<p>Support Services</p> <p>Process for Identifying Barriers:</p> <p>Information is sought from the previous school (or nursery or childcare provider) for all pupils admitted to the school at the beginning or through the academic year. The SENDCo, HT or class teacher(s) attend all transfer-in meetings, or multi-agency meetings to identify need. Support Plans and pupil files are regularly updated after discussions with multi-agencies and professionals.</p>					
Full inclusion of pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision.	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	SLT, Office Administrator, SENDCo and all teaching staff, extracurricular service providers and educational visits settings.	Notional SEN funding. Application for Enhanced Funding via Pre-School Forum or EHC process.	Ongoing.	Evidence that appropriate considerations and reasonable adjustments have been made.
All members of staff to have a working knowledge of multi-agency support available for all pupils.	Audit current skills of all staff in relation to support services they can offer pupils. Continue to liaise with agencies to ensure the school has adequate provision of new resources / materials and up to date information about resources available to support the learning of all children and that resources are in place to support the needs of any children with specific disabilities, enabling them to access the curriculum inclusively.	SLT, SENDCo, all teaching and support staff.	SENDCo release time. Notional SEN funding.	Autumn 2019. Ongoing.	The needs of each child are known and teachers feel confident in dealing with any situation that may arise proficiently. All policies and guidelines are available for reference.

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