

Accessibility Plan

Date of Access Plan: January 2013
 Date of review: January 2014, reviewed
 January 2017 reviewed
 January 2020 reviewed
 To be reviewed: January 2023

Senior member of staff responsible: Kim Price

Timescale: Short- up to 3 months, Medium- 1-2 years, Long- over 2 years

Please note we have no children in the current school population who have a known disability. This plan is to ensure that we make our provision as accessible as is necessary with the current pupils, staff, Governors, parents and visitors.

Accessibility Audit	Yes/No	Comments
How does the School deliver the curriculum?		
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y	Training is provided when a new need arises
Are the classrooms optimally organised for disabled pupils?	Y	
Do lessons provide opportunities for all pupils to achieve?	Y	
Are lessons responsive to pupil diversity?	Y	
Do lessons involve work to be done by individuals, pairs, groups and whole class?	Y	
Are all pupils encouraged to take part in music, drama and physical activities?	Y	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	n/a	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	n/a	
Do staff provide ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	n/a	
Do we provide access to computer technology appropriate for students with disabilities?	Y	
Are School visits made accessible to all pupils, irrespective of attainment or impairment?	Y	

Accessibility Audit	Yes/No	Comments
Are there high expectations of all pupils?	Y	
Do staff seek to remove all barriers to learning and participation	Y	
Is the School designed to meet the needs of all pupils?	Y	
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, hall, library and playground – allow access for all pupils?	N	Except for : Front entrance on Junior site (use rear entrance for disabled access)
Can pupils who use wheelchairs move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities?	Y	See above
Are pathways of travel around the School site and parking arrangements safe, routes logical and well signed?	Y	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	Y	On the Junior and Infant site, prior to any activities involving parents etc, the emergency exits will be identified and the emergency exit plan will be shown to anyone hiring the hall.
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	n/a	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	n/a	
Are areas to which pupils have access well lit?	Y	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics, noisy equipment?	Y	
Is furniture and equipment selected, adjusted and located appropriately?	Y	
How does the school deliver materials in other formats?		
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	n/a	

Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	n/a	
Do we have facilities such as ICT to produce written information in different formats?	Y	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	n/a	

Physical Access

	Target	Strategy	Outcome
Short	To ensure school, Diocese and LEA are aware of all areas of the school premises where there are potential barriers to physical access. This will include indoor and outdoor facilities. To identify areas which cannot be made physically accessible.	To update accessibility plan to audit provision. To use the above information to start drawing up an action plan.	
Medium	To begin implementing phased Plan for Physical Access to the curriculum. N.B. All buildings may not need to be accessible to achieve this.	To provide INSET for all staff. To make staff aware of LEA support services available to advise on adaptation work. To ensure any building work being undertaken by the school is accessible and continues to improve the accessibility of the school as a whole. To review school plans for improving accessibility in line with the LEA Strategy, discuss with LEA where appropriate, and initiate works which it is the responsibility of the school to complete. To incorporate access plan into SDP.	
Long	To review regularly, and at least annually as part of the review of SDP, all areas of the school in order to ensure that	To track progress against original audit information. To update the LEA annually on progress and works carried out.	Full physical access to the curriculum. Regular review of premises.

	there are no physical barriers to access for pupils with a range of disabilities. Continue implementation of plan.		Accessibility Plan progress reported to Parents.
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	Target	Strategy	Outcome
Short	To make all staff made aware of the implications of the DDA and the range of identified disabilities Staff awareness of the National Curriculum Inclusion Statements. To make all staff aware of available specialist support and to identify INSET needs. To carry out school audit of the clubs, school visits etc to ensure that disabled pupils can participate. To look at potential intake for following term/year to identify training needs	School to be made aware of available Support Services	
Medium	To review provision if needs of pupil's change	To provide access training relevant to whole school and individual pupil needs	All staff feel competent and supported in dealing with wide range of disability if appropriate.
Long	To develop and maintain the above on an annual basis	To provide training with appropriate support services for relevant staff	School to have a wide range of teaching styles and resources available for all areas of the curriculum. All practice reviewed on an annual basis.

Curriculum Access

	Target	Strategy	Outcome
Short	To identify in consultation with the LEA any materials and events where access to information may need to be altered in order to ensure that	Use accessibility plan to inform	Plan written indicating a) Formats which need changing.

	disabled pupils and/or parents have full access to information.		b) Strategies needed to do this. Support Services consulted for advice Section for disabled access to information included in SDP if appropriate
Medium	To audit current client groups of parents and pupils in partnership with LEA support services. To begin to implement plan	Create alternative means of communication as needs are identified e.g strategies for parents' meetings.	Designated DDA co-ordinator (school administrator) to maintain database for use as needed
Long	To maintain above practice and review on an annual basis	Regular review of need and delivery of alternative formats as needed	Information available for parents and pupils in a variety of formats if appropriate.