



## Accessibility Plan 2019 -2022

### **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.
- 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.

### **Increasing Access for disabled pupils to the school curriculum**

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

### **Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and physical aids to access education.*

### **Improving the delivery of written information to disabled pupils**

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

### **Financial Planning and control**

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



## Accessibility Action Plan 2019-20

<b>Access to the physical environment - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>Specialist equipment enables children to access learning more effectively</b>	Acquire specialist equipment as recommended by specialists such as OT, EP and SALT	Julie Lamb Lauren Berry	Short	Mar 20	List includes: adapted cutlery, adjustable changing station. Sensory tent and resources
<b>Increased safety for children in school</b>	Use CIF funding to erect security perimeter fencing and gates around the school to ensure safety of vulnerable children.	Glyn Pascoe	Short	Oct 19	
<b>Increased safety at play times</b>	Power wash the playground and replace worn drain cover	Julie Lamb Mark Lawry	Short	Feb 20	
<b>Ramp in EYFS area is easier to navigate and less slippery</b>	Repair leaking guttering and put extra hi vis markings on ramp	Julie Lamb Mark Lawry	Short	Feb 20	
<b>Edges of steps are clearly visible for children with visual impairment</b>	Paint edges of steps down into play ground and at entrance to EYFS classroom and mark edges of ramps	Julie Lamb	Long	By Dec 2020	



<b>Access to the curriculum - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>All children are able to access extra-curricular provision</b>	Employ a casual cover supervisor to cover staff absence to ensure that there is always extra cover available to support children with disabilities at lunch times and during breakfast/ after school clubs	Julie Lamb	Short	Dec 19	
<b>Staff are well equipped to support children with a range of needs</b>	Provide high quality training opportunities for staff on Autism, Working Memory, Dyslexia and Down's Syndrome	Julie Lamb Lauren Berry	Medium	July 20	
<b>Staff are well equipped to support children with a range of needs</b>	Provide training at staff meeting for all staff on working with children with communication difficulties. Send at least 1 member of staff each year for Makaton training	Julie Lamb Lauren Berry	Short  Long Term	Nov 19  Ongoing	
<b>Children with dyslexia make good progress due to extra support and specialist resources</b>	Review of resources for dyslexic children Fund Nessy programme to support reading and spelling intervention	Julie Lamb Lauren Berry	Short	Jan 20  Ongoing	



<b>Access to information advice and guidance - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>To ensure dyslexic pupils have yellow tinted paper/exercise books and are provided with colour overviews when appropriate.</b>	Review individual needs termly during learning walks, pupil conferencing and book scrutinies.	All teachers HT monitoring and governor visits	Short term	Termly	
<b>To ensure all documents/policies can be provided in different formats on request given a reasonable timescale</b>	At the beginning of each policy document (and any other key documentation) include a statement	All staff	Medium	As policies are reviewed	
<b>Children with communication difficulties / learning difficulties have increased access to all aspects of the curriculum by using visual aids</b>	Provide visual timetables, now and next cards, traffic lights, picture clues, flash cards, picture menus, Makaton signage etc	Julie Lamb Lauren Berry	Medium	July 2020	