

ACCESSIBILITY PLAN

AIMS AND OBJECTIVES

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims:

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Teachers' planning is adapted to allow disabled pupils to access all subjects - this may require extra support staff or additional resources.	To help us plan early intervention onto a whole school provision map.	Continue on entry into Nursery or as part of new starter pack.	EYFS leader/ Head teacher.	Ongoing	Quality CPD highlighted through pupil progress and performance management meetings.
		To support with 'closing the gap' for pupils with disabilities.	To use quality first wave 1 teaching and all teachers to plan for children with SEND. Monitoring and tracking of children with SEND will be termly.	All teachers	Weekly.	Whole school provision map updated termly by teachers.
	Bronze and Silver award for Early intervention project - Literacy approved by the British Dyslexia Association.		For EYFS to highlight and children with disabilities (particularly communication & interaction needs as there is a large	EYFS leader	Ongoing	Tracking of SEND children through monitoring system – All teachers, checked by SENCo.

			presence in school at this current time.)			Children highlighted to SENCo and/or Assistant SENCO, observations and monitoring made and then referral to the correct agencies with parental consent.
	Audit of pupil needs through provision mapping and staff training to meet those needs	For teachers to be aware of the relevant issues and ensure that this group has equality of access to life-preparation learning.	For all staff to assess for dyslexic tendencies as trained by EIP.	All staff	Ongoing	
			For SENCo and/or Assistant SENCO to refer children to specialists where appropriate.	SENCo and/or Assistant SENCO	Ongoing	
			Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	SENCo and/or Assistant SENCO Headteacher	Termly	Provide Individual provision maps as well as whole school provision mapping.
	All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Review all out-of-school provision to ensure compliance with legislation	Headteacher	Termly	Continue to monitor provision and regularly performance manage employees.
	Classrooms are organised to promote the participation and independence of all pupils and focus on resilience and growth mindset.	To enable learners to be independent and resilient through a growth mindset strategy.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	All teachers	Half termly	Resilience and growth mindset training for staff and pupils – action research projects.
	Training for Awareness Raising of Disability Issues	To provide training for governors, staff, pupils and parents.	Discuss perception of issues with staff to determine the current status of school	All staff	Annually	

Improve and maintain access to the physical environment	<p>We aim to ask about any disability or health condition in early communications with new parents and carers</p> <p>Disabled pupils participate in extra-curricular activities.</p> <p>Ramps in place so that wheelchair users can access the dining hall.</p> <p>Access to classrooms meets current width standards and access points are equipped for wheelchair users.</p> <p>Child sized toilets are available through school. 2 disabled toilets are placed in school – 1 in EYFS, 1 near the Hall. A changing bed is equipped in the disabled toilet near the Hall. Support bars are also present in both toilets.</p>	<p>To enable parents to be partners of their child's education.</p> <p>To foster open communication links between school & home.</p> <p>To enable the raising of self-esteem/ enjoyment for all children including those with disabilities.</p> <p>To ensure that all areas of the school can be accessed by wheel chair users and that floor space allows for physical disabilities to be catered for. Ratios of adults to children are appropriate.</p> <p>To encourage independence with personal hygiene, toileting and life skills.</p>	<p>Use of structured conversations.</p> <p>Training and data collecting.</p> <p>Extra-curricular activities and resourcing to be monitored</p> <p>When new needs arise, physical access of the building will be reviewed.</p> <p>Regular monitoring of the toilets.</p>	<p>All staff</p> <p>SENCo and/or Assistant SENCO</p> <p>Headteacher.</p> <p>Health and safety governor, NYCC representative and head teacher.</p> <p>Cleaners/ caretaker.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annually or as the need arises when new children join school.</p> <p>ongoing</p>	<p>Children highlighted to SENCo and/or Assistant SENCO, observations and monitoring made and then referral to the correct agencies with parental consent.</p> <p>Review of types of extra-curricular activities to be reviewed termly so that all disabled children have fair and suitable access.</p> <p>Physical/ sensory needs to be included on provision mapping.</p>

Improve the delivery of written information to pupils	Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others.	To gather points of view, opinions and pupil/parent voice.	Where requested or specified, enlarged print/ visual signage is to be used.	Office staff.	Where requested	Enlarge clear texts using the photo copier.
	Access to information is planned, with visual signage available using Communication in Print where necessary.	To enable children with visual impairment have same opportunities as their classmates.	Communicate in print is to be used as a tool to aid with reading and writing with children with learning disabilities, dyslexia or visual impairment.	Teaching staff.	Within lessons as needed	Use communicate in print as a tool to aid reading/writing.
	Availability of written material in alternative formats when specifically requested.	To communicate information to parents.				
	Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	To relate to equal opportunities policies.				
	Review documentation with a view of ensuring accessibility for pupils with visual impairment.					

ACCESS AUDIT

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is a single storey building with several access points from outside.	n/a	n/a	n/a
Corridor access	The width of hallways and doors complies with the equality act 2010. Floor space enables access of a wheel chair.	n/a	n/a	n/a
Lifts	There are no lifts in school as it is a one storey building.	n/a	n/a	n/a
Parking bays	At present there is one disabled parking bay at the rear of the building, access to the main entrance is then sign posted for all. This takes visitors on a level path to the front of school.	n/a	n/a	n/a
Entrances	The main entrance features a secure lobby with a ramped surface for easy access. An entrance into EYFS is also low level and allows wheel chair access.	n/a	n/a	n/a
Ramps	The hall is accessible to all through the use of a ramp. A ramp is included at the front of the building to allow access to the main entrance.	Monitoring of the ramp to the dining hall, half termly as it is free standing and can be moved. Compliance with health and safety must be adhered to.	Caretaker.	n/a
Toilets	There are disabled adult toilet facilities available & children can access these toilets too. Use of handles, changing beds and easy to turn taps are all fitted to allow for independence.	Through cleaning of toilets daily	Cleaners	n/a
Reception area	The main entrance features a secure lobby with a ramped surface for easy access.	n/a	n/a	n/a

Internal signage	The school has internal emergency signage.	Signage to be updated as necessary after health and safety assessments.	Headteacher/ health and safety governor/ office staff.	n/a
Emergency escape routes	Emergency escape routes are clearly marked Where there are steps to show alternative routes. E.g. access to carpark from playground, an alternative route is available.	Accessed by health and safety governor and accessor from NYCC annually or when the need arises.	Headteacher/ health and safety governor/ office staff.	n/a

*The Governors and Senior Leadership Team will work closely with the Local Authority to implement this accessibility plan. We will consult with experts when new situations regarding pupils with disabilities are experienced.