

Accessibility Plan 2017

Accessibility

There is specific disability legislation in relation to pupils with disabilities and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

We must ensure that pupils with disabilities do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

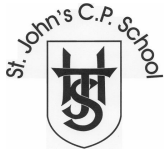
Accessibility Plan 2017

| | SHORT TERM | MEDIUM TERM | LONG TERM |
|---|--|--|--|
| Physical adaptations to school buildings and grounds. | <p>Continue to consider physical improvements that can be made to address the needs of disabled children including visual and auditory.</p> <p>Review access arrangements to the school.</p> <p>Continue to acquire information about children in the local area who may need special provision,</p> | <p>Consider the requirements of disabled visitors.</p> <p>Complete any necessary changes to décor and signage.</p> <p>Consider access to school hall for children with mobility issues</p> | <p>As blinds and curtains are replaced obtain vertical blinds for better light control.</p> <p>Consider further access difficulties for children with disabilities such as entry to year 3 mobile</p> <p>Disabled toilet and shower room</p> |

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|---------------------------------------|--|--|--|
| <p>Adaptations to the curriculum.</p> | <p>Continue to review the curriculum in terms of differentiated support to children with specific disabilities through Staff and Key Stage Meetings.</p> <p>Personal learning plans developed to accommodate individual needs.</p> <p>Assess the resources available to support children with disabilities in the school.</p> <p>Extend discussions to include Teaching Assistants and other relevant staff.</p> | <p>Continue disability training for all staff.</p> | <p>Continue to provide training opportunities for staff to develop their knowledge and understanding about accessibility issues.</p> |
| <p>Delivery of Information.</p> | <p>Continue to collect necessary information concerning relevant resources and support services.</p> <p>Individual personal evacuation plans established as necessary.</p> | <p>Consider our regular school visits to determine if they are accessible to all irrespective of attainment or impairment.</p> <p>Continue to compile a list of sources of information.</p> <p>Explore use of alternative formats as appropriate. (Braille, large print, picture communication).</p> | |

Work completed since 2006 includes:

- The construction of a toilet designed for use by people with disabilities.
- Alterations to the access of the building including dropped kerbs and the covering of open drainage.
- The construction of a ramp and railed walk way into the main entrance of the school.
- The placement of new signage in order to locate key areas of the school.



- The introduction of a 'Sound Loop' in the main reception area.
- Specially designated parking spaces for disabled visitors.
- Provision of specialist curriculum resources for children with sensory difficulties.
- Replacement of window blinds as necessary.
- Introduction of individual evacuation plans where necessary.
- Replacement of old blinds with vertical panel blinds as necessary.
- Clear, visual markings added to the steps of the Year 3 mobile.
- Year 1 access to the quad area improved with wide doors and level surface.
- Use of class based visual aids including coloured over lays and IWB background colours matched to children's' needs.
- Completion of fencing around the school perimeter including the field to prevent access to the road.
- Use of polarised screens on field facing windows to reflect excessive heat and light.
- Introduction of 'Maths Boxes' to aid children with a more manual approach to learning.
- Introduction of changing bed in Disabled toilet
- Introduction of nurture space in school to support 'quiet times'

Ratified by Governors on

4th May

2017

Chair of Teaching and Learning Committee _____