



## ACCESSIBILITY PLAN

Date adopted: - January 2016

To be reviewed every 3 years unless there are changes in legislation.

Target	Strategy	Success Criteria	Timeframe
Ensure all staff are confident in differentiating the curriculum to meet all needs	<ul style="list-style-type: none"> <li>✓ Be aware of staff training needs</li> <li>✓ CPD for identified areas</li> <li>✓ On line learning modules where appropriate</li> </ul>	All staff are confident in being able to meet the requirements of children with an identified additional need	On-going to provide both refresher training and meet needs of new staff
All out of school activities are planned to ensure accessibility for all	<ul style="list-style-type: none"> <li>✓ Review all out of school provision to ensure compliance with legislation</li> </ul>	All out of school activities will be conducted in an inclusive environment	On-going
Classrooms are organised to promote the participation of all children	<ul style="list-style-type: none"> <li>✓ Review classroom layouts to ensure they best meet the needs of all children</li> </ul>	Lessons start on time without the need to make adjustments to accommodate the needs of individual children	On-going
Training for awareness raising of disability issues	<ul style="list-style-type: none"> <li>✓ Training needs identified and appropriate training put in place</li> </ul>	Whole school community aware of issues relating to access	As needs identified training to be put in place asap

Review P.E. curriculum to ensure access for all	<ul style="list-style-type: none"> <li>✓ Where necessary seek advice from disabled sports specialists</li> </ul>	All have opportunity to excel in sport	As required
Review essential communication with parents/carers to ensure it is accessible for all	<ul style="list-style-type: none"> <li>✓ School office to support and help parents/carers access information and complete forms</li> <li>✓ Use of 'user friendly' IEP targets and review formats</li> <li>✓ Keep language used in letters, etc, free of jargon and to the point</li> </ul>	All parents/carers both receive and give information in a form they can access	Review identifies areas of improvement, which are then to be put in place asap
Make available school newsletters/brochures, etc in alternative formats	<ul style="list-style-type: none"> <li>✓ Review all current school publications and promote the availability in different formats for those who require it</li> </ul>	School information available to all	Within 4 weeks of identification
Check documentation is in place to ensure accessibility for children with visual impairment	<ul style="list-style-type: none"> <li>✓ If necessary seek advice from Learning Support Service</li> </ul>	All requisite school documentation is in place	As we currently have no children/staff with a visual impairment – by July 2016, sooner if required
Review communication system to ensure all staff supporting children with	<ul style="list-style-type: none"> <li>✓ Check systems</li> <li>✓ Ensure relevant resources are accessible</li> <li>✓ Ensure all staff working</li> </ul>	All staff working with individuals are clear in respect of learning needs and how to overcome any barriers to learning	Any issues identified to be addressed asap

disabilities are kept 'in the loop'	with children are given a copy of the child's IEP		
The school is aware of the access needs of disabled children, staff, Governors and visitors	<ul style="list-style-type: none"> <li>✓ Create access plans identifying where improvements are required</li> <li>✓ Consider access requirements during recruitment process</li> </ul>	<p>Parents are able to access all activities</p> <p>Access issues do not influence recruitment and retention</p>	Access plans will determine and schedule any work required
Layout of school to be given due consideration when placing children	<ul style="list-style-type: none"> <li>✓ Where necessary, accommodation made to ensure children have full access to the curriculum</li> </ul>	Children are not disadvantaged as the result of a disability	To be completed as and when necessary
Review signage for visually impaired	<ul style="list-style-type: none"> <li>✓ If necessary, make relevant alterations</li> </ul>	School site is suitable for the visually impaired	Any alterations to be in place by end of Spring term
Ensure safe evacuation of all	<ul style="list-style-type: none"> <li>✓ Put in place Personal Emergency Evacuation Plans where appropriate</li> </ul>	All disabled children, staff and visitors are safe in the event of a fire	As required
Ensure accessibility of access to I.T.	<ul style="list-style-type: none"> <li>✓ Alternative equipment to be put in place as necessary</li> </ul>	Hardware and software available to meet the needs of all children and staff as appropriate	As required
Ensure hearing equipment is in place related to need	<ul style="list-style-type: none"> <li>✓ Where necessary seek advice from Hearing Impaired Service</li> </ul>	All children who require it have access to the necessary equipment	As required