

Accessibility Plan
Increasing Access – Practice & Planning

Checklist question/focus	Current Practice	Future Planning
How we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils	If we have the expertise on the staff already it is utilised. If a new appointment then it's the candidate who best fits the person specification. Employees are trained in house or attend relevant courses as need presents itself.	Specifically advertise in SEN flyers out to the LEA. Advertise vacancies on noticeboards within special schools. Send employees on training as soon as need presents itself.
How we check that classrooms are optimally organised for disabled pupils	Low display boards provide the opportunity for visually impaired children to benefit from the rooms. Wide entries to classrooms make it possible for wheelchair access. Ramps are present.	Better system for tidying away coats to keep corridors clear.
Strategies to ensure lessons provide opportunities for all pupils to achieve	Effective – planning differentiated. No hands policy is sometimes applied to keep all children on alert.	Monitor practice and maintain the high standards.
The way we ensure lessons involve work to be done by individuals, pairs, groups and the whole class	Effective – groups arranged appropriately to ensure the best learning.	Monitor practice and maintain the high standards.
How we make sure all pupils are encouraged to take part in music, drama and physical activities	Effective – member of staff responsible for clubs ensuring accessibility for all.	Monitor practice and maintain the high standards.

<p>How staff take account of the mental effort expended by some disabled pupils, for example using lip reading</p>	<p>Inviting specialists in to talk to staff if appropriate e.g., speech and language therapists to talk to class teacher if they have a pupils within their class who is using this service.</p> <p>All class teachers are expected to follow Quality First Teaching strategies which incorporate generic strategies to engage all pupils.</p>	<p>Staff meetings: enabling all staff to meet with specialists and receive training. This has happened through a Speech and Language INSET training led by the NHS Speech and Language therapists.</p> <p>Further in-house training is planned to raise staff awareness of specific needs.</p>
<p>How staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work</p>	<p>As above.</p> <p>Specialist equipment is provided where necessary – either through in house recommendations or upon the advice of an external specialist.</p>	<p>As Above</p>
<p>How staff provide alternative 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).</p>	<p>Laptops used as needed when child has difficulties with fine motor skills. Downs Syndrome pupil in Year 2 is accompanied and assisted in each lesson including PE.</p>	<p>Re-thinking about our use of non-teaching staff i.e., classroom assistants during PE lessons. Use of interactive whiteboard. Within class. The use of an i-pad for a child with Down’s Syndrome will be trialled.</p>
<p>How we provide access to computer</p>	<p>As above</p>	<p>As above</p>

technology appropriate for students with disabilities?		
How we make school visits, including overseas visits, accessible to all pupils irrespective of attainment or impairment.	Effective	Monitor practice and maintain the high standards.
How we demonstrate high expectations of all pupils.	Effective – all children’s progress is tracked and necessary actions are taken if child not making at least expected progress.	Monitor practice and maintain the high standards.
How staff seek to remove all barriers to learning and participation.	Effective – interventions are planned accordingly including 1-1 using pupil premium where appropriate.	Monitor practice and maintain the high standards.

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Section Two: Designing our school to meet the needs of all pupils

	Current Situation	Future Planning
The extent to which the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allows access for all pupils	Dining area is too cramped to allow for severely disabled pupils e.g., wheelchair users. Playground areas do not provide a variety of surfaces – very hard, & abrasive, surface to fall on. Library area cramped and somewhat inaccessible.	Spread out dining tables into the school hall area. Grassed or soft play area in at least one of the two playgrounds. Widen current use of public library facility.
Access for pupils who use wheelchairs – the impact of barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers.	Shower available. Disabled toilet available. Wide entrances to KS1 and KS2 classroom areas. Ramps in place. Single storey building. Overall, effective.	Steps into classroom areas to be accompanied by additional ramped entrance or use of board to place over steps to make a ramped entrance. Monitor practice and maintain the high standards.
Pathways of travel around the school site and parking arrangements – safety implications, signing of routes	New additions would need to learn the doors and where they lead to and when you are allowed to use the doors e.g., no access through the hall during lessons and assemblies.	Clearer signs posted around the site to indicate entrances.

Adequacy of emergency and evacuation systems to inform ALL pupils, including pupils with SEN and disability; (do alarms have both visual and auditory components?)	Only auditory alarm sounds for fire drills.	Fitting of flashing light to coincide with fire alarm sounding.
Use of non- visual guides to assist people to use building	None	
Survey of décor and signage to assess suitability for disabled pupils with visual impairment, autism or epilepsy	None undertaken so far.	
Suitability of lighting	Effective	Monitor practice and maintain the high standards.
Steps taken to reduce background noise for hearing impaired pupils (such as considering a room's acoustics, noisy equipment)	None	
Adequacy, flexibility and location of necessary furniture and equipment	Appropriate equipment coincides with the needs of specific pupils.	Purchase of appropriate equipment would coincide with a pupil, needing such equipment , being taken upon our roll at school.

Section Three:

	Current situation	Future Planning
Provision of 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	None – currently all children can access standard forms of print at their level.	Adaptations can be made based on future and potential pupil need.
Ensuring provision of information to groups is user friendly for people with disabilities (e. g. by reading aloud overhead projections and describing diagrams)	Every classroom has an interactive whiteboard.	Better use of Interactive whiteboard from EAZ to be fitted within one classroom. Wider use of ICT suite & ICT generally through in-house training being provided by current ICT co-ordinator.?????
Use of facilities such as ICT to produce written information in different formats	As above	As above
Ensuring staff are familiar with technology and practices developed to assist people with disabilities	Ad hoc.	Staff meetings: enabling all staff to meet hear from specialists