



1. This Accessibility Plan has been drawn up in conjunction with the Accessibility Policy.
2. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.
3. The Accessibility Plan should be also be read in conjunction with the following policies, strategies and documents:
 - Curriculum and Assessment
 - Equality
 - Health & Safety
 - Inclusion and Special Educational Needs
 - Behaviour
 - School Development Plan

Approved by: Full Governors

Date: July 2016

Next review date: July 2017

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

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	To ensure entitlement and access for all pupils including in light of the new national curriculum	<ul style="list-style-type: none"> • Training for teachers on delivery of the wider curriculum for all pupils • School Curriculum Policy review and implementation (all subject leaders) • Consideration for activities enabling all pupils to actively take part, paying due regard to physical and medical needs (such as allergies) • Review the specific needs for the children in our school and offer INSET and support where necessary. 	Deputy Head Teacher and Subject Leaders	July 2017 July 2017 July 2018	Curriculum policies reflect the ethos set out in the Equality Policy and ensure the new curriculum is accessible to all pupils Teachers are aware of relevant issues and have the knowledge to ensure equality of delivery
	Classrooms are optimally organised to promote the participation and independence of all pupils	<ul style="list-style-type: none"> • Ensure that room layout is suitable to each individual class and that any furniture is appropriate, allowing ease of access for all children • Use of visual timetables across the school 	Headteacher SENDCo	Dec 2016 Jan 2017	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Children have ready access to a range of resources to support their learning
	Extra-curricular activities offered are able to be accessed by all children	Review extra-curricular activities to ensure full participation is available, including those run by external providers	SENDCo	April 2017	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements
	Ensure all children on SEN list have a provision map in place to support monitoring and progressing their achievement	Review documentation used in school Review advisory documentation and templates available (e.g. from Inclusion Experts) System Trialled Provision Map in use by SENDCo Provision Map in use by all teachers	SENDCo	April 2017 Sep 2017 Jan 2018	Provision maps in place and highlighted to support the needs of individual children
Improve and maintain access to the physical environment	Review all access points in school, shared pupil areas and pathways around school	Using Access Audit, review ramp and access/exit points and signage in school Plan for necessary changes	Head teacher	April 2017 Sep 2017	All access and entrance points as well as pathways around school are appropriate for all
	Take steps to improve where needed	Changes implemented		Sep 2018	New signage will ensure clear directions

Ensure First Aid provision is high quality	First Aid Room	Review processes and resources for First Aid to ensure continued compliance and provision in First Aid room Training is updated All stakeholders are aware of First Aid requirements and identified children with Health Care Plans	Lead First Aider SENDCo	Dec 2016 Sep 2016 and annually	First Aid provision is led and administered confidently and appropriately
Improve the delivery of written information to pupils	Review of letters, website and information for pupils/parents with a disability, such as those with visually impairment or language difficulties Survey parents as to the quality of communication	Review correspondence procedures to ensure access for all – including paper, website, texts, emails and parentmail School will make itself aware of services available for converting written methods into alternative formats Send out survey to parents regarding quality of communication	School Secretary Head Teacher	July 2017 July 2017 Dec 2017	Delivery of school information to parents and the local community is timely and clear Parental opinion is surveyed and action taken appropriately

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Parking bays				
External signage				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				