

Accessibility Plan 2018-2020

Introduction

The SEN and Disability Act 2015 states that 'all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The Equality Act 2010 also states that schools '**must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory - they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.'

Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

	Targets	Action	Monitoring	Time Frame/Costs	Success Criteria
Short Term	To ensure visual signs and labels are incorporated in the school and learning environments.	<ul style="list-style-type: none"> Signs to be consistently used around the school (including communal areas) Visual timetables in place within all classrooms and accessible to children with ASD. 	Headteacher / SENCO	Term 1 2019	Visual signs used within all communal areas for all children as well as ASD children. ASD children are able to access the school timetable with support.
Medium Term	To seek advice from services such as Physical Impairment Services on how to improve our school environment for all children, ensuring sound accessibility.	Visits from physical impairment/lesson observations etc	Headteacher/SENCO	Ongoing throughout the year	Appropriate advice sought and acted upon to ensure the accessibility of school environment.

To increase the extent to which disabled pupils can participate in the school curriculum

Short Term	To provide a Nurture Group for children with personal and social needs.	<ul style="list-style-type: none"> Children to be identified with social needs. These children will complete a Nurture Programme with parental permission. 	Headteacher and SEN Governor	Term 1 2019-ongoing throughout the year.	An increased level of opportunity for children with personal and social needs
	To develop the role of the Learning Mentor further by our Learning Mentor accessing ELSA training.	<ul style="list-style-type: none"> Children to have access to a Learning Mentor, who can meet their individual needs. 	Headteacher / SENCO/Learning Mentor	Throughout academic year 2019/20-various training dates	A nurturing role to be offered to all children in need
Medium Term	To provide large scale texts for children with visual impairments	To refer children in need to visual impairment services and request larger scale books	Headteacher/SENCO	Term 1 2019-ongoing throughout the year	For all children with any visual impairments to be able to access the curriculum.
	To increase and refresh the school awareness of what is an Inclusive Curriculum, promoting the involvement of disabled pupils in classroom	Staff to access training provided through External Agencies such as Autism Outreach, Behaviour Support , CAMHS etc to have current knowledge.	SENCO to arrange	Term 1 2019-CAMHS training booked for individual staff members.	For all staff to be confident in providing an all inclusive classroom environment.

	discussions/activities.				
	To provide specialised interventions for children with physical impairments	To refer children in need to Physical Impairment services, working in partnership	Headteacher/SENCO	Term 1 2019-ongoing throughout the year.	An increased opportunity for Multi Agency Working within the school
	To identify pupils who may need additional to or different from provision for Sept 2019 intake.	To work with Nurseries/ Playgroups to review potential intake	SENCO/EYFS lead	Term2/3 2020	Procedures/equipment etc in place for the new cohort of children coming into school in Sept 2020

Improving the Delivery of Written Information

Short Term	Ensure that all Newsletters and other written info is clear and made as easy as possible to read	Headteacher to ensure majority of correspondence to be sent electronically or put on School website, so that parents can enlarge or change contrast on screen.	Headteacher	Term 1 2019-ongoing throughout year	All parents able to access school information more easily.
	Ensure staff members are sending info to parents/carers by Class DoJo regularly, so our EAL parents can use translate function	Staff members to use Class Do Jo regularly	All staff members	Term 1 2019-ongoing throughout the year	EAL Parents able to translate information more easily