



# **Accessibility Plan**

## **2019 – 2022**

### Definition of Disability:

**Disability is defined by the Disability Discrimination Act 1995 (DDA):**

**‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities’.**

| <b>Area 1: Accessing the Curriculum</b>           |  |   |   |  |                            |
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| <b>Timescale</b>                                  | <b>Targets</b>   | <b>Strategies</b>   | <b>Outcomes</b>   | <b>People involved /Responsibility</b>           | <b>Actions and Reviews</b> |
| <b>Short term</b><br>Completion –<br>October 2019 | To ensure accessibility materials are available for Visually Impaired (VI) children.<br><br>To ensure children with Dyslexia and/or Visual stress have the correct material. | Collate an up-to-date list of children with VI.<br><br>Ensure all staff are making copies bigger for certain children<br><br>Print on cream paper.<br><br>Coloured exercise book and overlays being used. | All children, whether VI or not, can assess all information within their curriculum.<br><br>Children with VI have appropriately large print materials and equipment to enable them to access all subjects.<br><br>Children with Dyslexia and/or Visual stress have the correct materials and equipment to enable them to access all subjects. | Pupil's class teacher<br>Support staff<br>SENDCO |                            |

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| <b>Medium term</b><br>Completion –<br>January 2020 | For teachers to support children with Dyslexic Tendencies | All staff to take part training from SENISS<br><br>SENDCO to support staff in the delivery of using dyslexic strategies to support the children in the classroom. | Pupils will hopefully be able to use the strategies they have been taught so that they can fully access the curriculum and have a positive impact in their learning<br><br>Improved participation and attendance for targeted individuals. | Class teacher<br>Support staff<br>SENDCO |  |
| <b>Long term</b><br>Completion –<br>August 2021    | To complete the Inclusion Charter Mark                    | Continued development of provision for children in relation to additional and complex needs   | Inclusive practices in school are enhanced, further developed and recognised as good practice within the LA<br><br>All practices related to this are reviewed termly as part of the approach to SEND and inclusion                         | Whole School                             |  |

| <b>Area 2: Physical Environment</b>             |  |  |  |  |                            |
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| <b>Timescale</b>                                | <b>Targets</b>   | <b>Strategies</b>  | <b>Outcomes</b>  | <b>People involved /Responsibility</b> | <b>Actions and Reviews</b> |
| <b>Short term</b><br>Completion –<br>October 19 | Ensure all people with a disability can be safely evacuated. | Ensure there is a personal emergency evacuation plan for all pupils with a disability. | All pupils and staff with disabilities are safe in the event of a fire.<br><br>There is constant supervision for pupils with | SENDCO<br>Pupil's class teacher<br>SLT |                            |

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|   |   | <p>Ensure all staff are aware of their responsibilities in evacuation.</p> <p>If a person uses a wheelchair they must not be in a classroom whether the emergency exits are down steps.</p>  | <p>disabilities who need help in the event of an evacuation.</p> <p>All wheelchair users can be evacuated quickly, easily and safely.</p>       |                                     |  |
| <p><b>Medium term</b><br/>Completion –<br/>January 2020</p> | <p>Ensure everyone has access to reception area.</p>                        | <p>To ensure that there is nothing preventing wheelchair access.</p> <p>Check the external and internal doors are wide enough for a wheelchair.</p> <p>Provision of appropriate seating.</p> | <p>All visitors feel welcome.</p> <p>Visitors can sit down if waiting for staff.</p> <p>Wheelchair users can access the building with ease.</p> | <p>SENDCO<br/>Caretaker<br/>SLT</p> |  |
| <p><b>Long term</b><br/>Completion –<br/>August 2021</p>    | <p>The school is aware of the access needs of pupils, staff, governors,</p> | <p>To create access plans for individual disabled pupils as part of the Support</p>  | <p>Support Plans in place for pupils with disabilities and all staff are aware of pupil's needs.</p>  | <p>SENDCO</p>                       |  |

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|  | parent/carers and visitors with disabilities. | <p>Plan process (when required).</p> <p>All staff are aware of staff, governors and parents access needs and meet as appropriate.</p> <p>Consider access needs during recruitment process.</p> | <p>All staff and governors feel confident that their needs are met.</p> <p>Parent/carers have full access to school activities.</p> <p>Access issues do not influence recruitment and retention.</p> |  |  |
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| Area 3: Access to Information                   |   |   |   |                                    |                     |
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| Timescale                                       | Targets   | Strategies  | Outcomes  | People involved /Responsibility    | Actions and Reviews |
| <b>Short term</b><br>Completion – December 2019 | To ensure the SEND information is up-to-date on the school website and is easily accessible                                     | Gain feedback about the website from external agencies. Work with the website designer to make necessary changes. | Website is seen as an example to others. Website is fully accessible and compliant.                             | SENDCO<br>Website designer         |                     |
| <b>Medium term</b><br>Completion – May 2019     | To improve the non-fixed signage around the school with particular regard to a visual/pictorial format for the benefit of those | Review all current non-fixed signage and evaluate its accessibility.  | Any person who enters the school with communication difficulties or EAL will find information easier to access. | SENDCO<br>Caretaker<br>Headteacher |                     |

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|   | with communication difficulties/EAL.  | Renew signage which is not easily interpreted.                       |   |                                     |  |
| <b>Long term</b><br>Completion –<br>August 2021 | To undertake a full review of all methods of communication to parents, pupils and other agencies. | Monitor current provision and gather views from the wider community. | Improvements in the quality, consistency and accessibility of all forms of communication with pupils, parents and other agencies. | Headteacher<br>SENDCO<br>Admin team |  |