

8.7 ACCESSIBILITY PLAN

1) Aim: To increase the extent to which disabled pupils (including those with special educational needs) can participate in the School's curriculum

<i>Targets</i>	<i>Strategies</i>	<i>Timescale</i>	<i>Responsibilities</i>	<i>Success Criteria</i>
To liaise with Nursery providers to review pupils registered for Sept 2020/2021	To review which pupils may need additional or different provision to that established in current year	May 2020	Head of Pre-Prep EYFS teachers	Any individual plans required in place by Sept 2020
To review all essential policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010 (<i>Essential relevant policies : Curriculum; Health & Safety; Medical Treatment & First Aid; Equal Opportunities & Disability; EAL & EHC Plans; Accessibility Plan</i>)	Ongoing	Head Bursar Head of Learning Support Head of Nursery	Policy compliance checks reveal inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and shared information between School and families Coffee Mornings arranged for open discussion Regular parent meetings	Ongoing	Head of Learning Support SLT Class teachers	Clear collaborative working approach
To maintain close liaison with external agencies	To ensure collaboration with external agencies and clear triangulation of observations and information.	Ongoing	Head of Learning Support	Clear collaborative

for pupils with ongoing additional needs	Clear records kept and shared with relevant parties via pastoral care meetings and other		External agents	working approach
To ensure full access to the curriculum for all pupils	Use of INCAS flags up additional needs and informs practice A dedicated team of three Learning Support teachers to provide 1:1 numeracy / literacy support A team of three matrons providing additional support and observation Ed Psych assessments made and recommendations followed up Visiting OT provides supporting equipment Laptops and reading pens provided in examinations and in class to those that are eligible Make best use of Pastoral Care meetings to triangulate information and share experience	Ongoing	Head of Learning Support Curriculum Group	Advice taken and strategies evident in teaching practice
To review attainment of all LS pupils	Regular progress meetings Standardised assessments made in numeracy and literacy Bi-annual parent meetings	Termly X 2 annually	Head of Learning Support	Review progress against IEP
To promote the involvement of visually impaired pupils in classroom activities	The School has provided, where appropriate needs are identified: <ul style="list-style-type: none"> • Additional copy texts for close range view at story time • Enlarged worksheets and visual aids via iPad for full participation in class exercises • Writing slope for improved view of visual aids (VI pupil left the School Aut19 but staff remain skilled for future needs.) 	Ongoing	Head of Learning Support Class teachers	Review against progress IEP
To promote the involvement of disabled pupils in classroom activities	The School may provide, where appropriate needs are identified : <ul style="list-style-type: none"> • Wheelchair access – a range of movable access ramps are held • Creating positive attitudes to disability within the School so that all pupils have an understanding of 	Ongoing	Whole School approach Health & Safety Committee review access	Variety of teaching styles and activities matching pupils need evident in the classroom

	<p>the needs of disabled pupils</p> <ul style="list-style-type: none"> • Sensory toys and learning equipment provided where appropriate 		issues	
Deliver findings to the Governing Body	<p>Inset day presentations/ reviews/ meetings</p> <p>Education Committee reviews progress and standardised assessments</p> <p>Health & Safety Committee consider improving physical access when alerted to new pupils with needs that require new levels of adjustment</p>	<p>Annually</p> <p>Termly meetings</p>	<p>Head of Learning Support & SLT</p> <p>SLT Curriculum Group</p>	<p>Key Governors informed of provision and progress</p>

2) Aim : To improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled

<i>Targets</i>	<i>Strategies</i>	<i>Timescale</i>	<i>Responsibilities</i>	<i>Success Criteria</i>
To enable improved access to written information for pupils, parents and visitors.	Review available software to support learners with reading difficulties e.g. Widget Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing signage around the School to ensure that is accessible to all is a valuable exercise.	Ongoing	Head of Learning Support SMT Head of Nursery Assistant Head	
To ensure all pupils with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies considered	Ongoing	Head of learning Support SMT	Evidence of pupil's increased involvement in curriculum.
To review children's records ensuring school's awareness of any disabilities	Share information collected about new children via Pastoral Care and Transference Meetings Records passed up to each class teacher and through end of year class teacher meetings IEP review meetings Medical records updated as soon as new individual conditions identified and reviewed annually for all children Where significant health problems exist – children's photos displayed on Staff notice board	Annually and more regularly if required	All Teaching and Nursery Staff	All staff aware of disabilities within their own class responsibilities and beyond

3) Aim : To improve the physical environmental of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School

<i>Targets</i>	<i>Strategies</i>	<i>Timescale</i>	<i>Responsibilities</i>	<i>Success Criteria</i>
----------------	-------------------	------------------	-------------------------	-------------------------

Improve physical environment of School and Nursery premises	The School will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	Governing Body Bursar SMT	Enabling needs to be met where possible
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	SMT Teaching Staff Head of Nursery	Lively and inviting environment maintained
Ensuring all with a disability are able to be involved	Create access plans for individual disabled children as part of IEP process	With immediate effect, to be continually reviewed	Whole School approach	Enabling needs to be met where possible
Ensuring visually impaired pupil has independent and safe movement about the site	Create visual aids to identify routes around school and to provide early warning of approach to hazards <ul style="list-style-type: none"> Playground seating replaced with highly colourful seating Play equipment has bright demarcation lines of steps and edges Steps have contrasting nosings to aid independent movement <i>(Pupil left Aut19 but adjustments remain for a future need)</i>	Ongoing	H&S Committee Teaching Staff VI LTA supported by QTVI	Enabling needs and integration to be met where possible
To ensure that the medical needs of all pupils are met fully within the capability of the School	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect, to be continually reviewed	SMT Matron Head of Nursery	

Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop and collect children Offer a telephone call to explain letters home for some parents who need this. Adopt a more proactive approach to identifying the access requirements of disabled parents; consider questions in the confidential pupil information questionnaire about parents/carers' access needs	With immediate effect, to be continually reviewed	SMT Matron Head of Nursery	Enabling needs met where possible.
To ensure driveway, roads, paths and internal and external staircases around school are as safe as possible	Regular communication with parents via safety messages regarding temporary changes and hazards	With immediate effect, to be continually reviewed	Facilities Manager Bursar	
To ensure that anyone who has a disability that requires a Personal Emergency Evacuation Plan (PEEP) is catered for i.e. all staff, pupils and visitors	Appropriate guidance is given to Reception office staff to ensure that PEEPs are issued in all appropriate circumstances	Ongoing	Reception Staff Bursar Facilities Manager	Evacuations are successful and all personnel and visitors accounted for. Disabled people feel safe.

This policy (or Handbook) was updated on	Signed on behalf of the School/Nursery	Date for next review
<i>21/9/2020</i>	<i>H Walker & Gemma Battle-Welch</i>	<i>20/9/21</i>

Additional check box required on all VWFV/'essential' policies and/or those required on ISI Portal and/or websites :

Overview required by Education Committee - date	Policy upload to ISI Portal - date	Policy uploaded to website(s) - date
<i>October 2020</i>	<i>09/11/2020</i>	<i>09/11/2020</i>