

Accessibility Improvement and Equalities Action Plan, 2017-2020

This plan is annually monitored by the Headteacher, SENCO and SEND Governor.

Targets listed below vary between short, medium and long term goals. In general, the timescale is longer for higher numbered items.

Access to the Physical Environment

Access to the Physical Environment			
Targets	Strategies	Responsibility	Success criteria
1. School is aware of the access needs of disabled children, staff and parent/carers	a) Create access plans for individual disabled children as part of provision map b) Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings etc. c) Develop pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. d) Circulate information on Access to Work Scheme to SLT and governors e) Ensure staff are aware of Environment Access Standard	SENCO Headteacher Admin team/ Headteacher Headteacher	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings. Parents able to access fully all school activities. Access issues not influencing recruitment and retention decisions.
2. Ensure all routes through school are accessible to wheelchairs	a) Rearrange furniture so area is wheelchair accessible and there are sufficient waiting chairs for visitors b) Maintain all corridors etc. without clutter to ensure those with mobility issues can access all areas.	Caretaker All Staff	Disabled parents/carers visitors feel more welcome.
3. Ensure signage and external access is appropriate for visually impaired people	a) Replace external light bulbs immediately when out	Caretaker	Visually impaired people feel safe in the grounds.

Access to the Physical Environment			
Targets	Strategies	Responsibility	Success criteria
	b) Get advice on appropriate colours/styles for signs and progressively replace temporary ones	Caretaker	Access around the site easier for all.
4. Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for any disabled children b) Develop a system to ensure all staff are aware of their responsibilities	SENCO Headteacher	All disabled children and staff working with them are safe and confident in event of fire.
5. Review and replace inadequate lighting in all areas	a) Seek advice on the lighting in all teaching areas from the LSS b) Seek funding from the Access Fund for improved lighting and replace inadequate lighting	SENCO Headteacher	Lighting improved for visually impaired children currently in school.
6. Ensure all fire escape routes are suitable for all	a) Request advice from Building Surveyor and Fire Officer on accessibility of exit routes and fire doors b) Secure funding for any required works from the LA c) Make any required amendments to fire doors to make them accessible to disabled people	Headteacher Headteacher LA	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.

See next page for Curriculum targets.

Access to the Curriculum

Access to the Curriculum			
Targets	Strategies	Responsibilities	Success criteria
1. Increase confidence of staff in differentiating the curriculum	a) Monitor differentiation in all observations / scrutinies b) Assign CPD training to training identified e.g. dyslexia, differentiation, alternative recording	SENCO SLT	Raised confidence of staff in strategies for differentiation and increased pupil participation. Lesson observations / scrutinies evidence effective differentiation
2. Ensure TAs have access to specific training on relevant disability issues	a) Use staff audit to identify TA training needs and inform Professional Development process b) TAs to access at least 1 relevant piece of CPD each year	SENCO SLT	Raised confidence of TAs as above.
3. Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans where required for disabled children. b) Set up system for information to be shared with appropriate staff –e.g. through briefings / memos / staff meetings	SENCO	All staff aware of individual pupils' access needs.
4. Ensure all staff are aware of, and able to use, SEN software and resources	a) Audit all SEN ICT and other resources and make list available to all staff b) Run individual training sessions on use of SEN Software	SENCO / SEN Admin Assistant SENCO	Wider use of SEN resources in mainstream classes.

Access to the Curriculum			
Targets	Strategies	Responsibilities	Success criteria
5. Ensure all school trips and visits are accessible to all	a) Develop guidance for staff on making trips accessible b) Use Pupil Premium / Service Premium to get additional TA support	SENCO Headteacher	All children in school able to access all school trips and take part in range of activities.
6. Review PE Curriculum to make PE accessible to all	a) Gather information in accessible PE and Disability Sports b) Invite disabled sports people in for particular sessions c) Review PE curriculum to include disability sports	PE Coordinator	All children able to access PE and disabled children more able to excel in sports.
7. Review all curriculum areas to include disability issues	a) Include specific reference to disability equality in all curriculum reviews b) Assemble resource box / resource area on system for disability equality information and teaching aids c) Consider how to integrate disability equality into Long Term Plans	SLT	Gradual introduction of disability issues into all curriculum areas.
8. Develop consistent approach to differentiation and alternative recording in school	a) Devise and consult on a model school policy with good practice guidance b) Organise staff meetings to share good practice	SENCO SENCO	All staff confident and consistent in range of differentiation strategies and use of alternative recording.

Access to the Curriculum			
Targets	Strategies	Responsibilities	Success criteria
9. Ensure disabled children participate equally in after school and lunch time activities	a) Survey participation in clubs at lunch and after school by disabled children b) Organise additional activities for pupils unable to access other provision	Headteacher	Disabled children confident and able to participate equally in out of school activities.
10. Ensure all staff have undertaken disability equality training	a) Set up CPD training for all staff on disability equality b) Ensure new staff access similar CPD courses, or have briefing within induction	SENCO	All staff work from a disability equality perspective.

See next page for Access to Information Targets.

Access to Information

Access to Information			
Targets	Strategies	Responsibilities	Success criteria
1. Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/Plain English c) Produce newsletter in alternative formats e.g. large print, digitally	Admin Team	All parents getting information in format that they can access e.g. large print, digital etc.
2. Ensure all staff are aware of guidance on accessible formats	a) Distribute guidance on good practice in accessible formats and Access Fund b) Guidance to staff on dyslexia and accessible information	SENCO	Staff start to produce routine information to children in more accessible ways.
3. Inclusive discussion of access to information in all annual reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews b) Develop strategies IEPs to meet needs	SENCO	Staff more aware of pupil's preferred methods of communication.
4. Redesign school prospectus to be accessible and explicitly welcoming to all	a) Redesign brochure in Plain English etc. and ensure it explicitly welcomes disabled children and those with SEN	Headteacher	Parents/carers feel confident in the information they have about the school.

Access to Information			
Targets	Strategies	Responsibilities	Success criteria
5. Produce accessible leaflet and increase support for parents of disabled children	a) Work with parents of disabled children to produce an accessible SEN leaflet for the school. b) Develop Parent Forum c) Routinely distribute information from Supportive Parents d) Establish a parents' information board on SEN / disability issues	SENCO SENCO SENCO SENCO	Increased confidence of parents of disabled children and those with SEN to support their children's education.
6. Children become more aware of their own learning styles and access needs	a) Include access to information in Circle Time b) Encourage pupils to express their access needs and explore learning styles	All teachers	Children able to articulate their access needs and understand their own learning styles.
7. Enhance and develop use of visual timetabling in all classes	a) Staff meeting to share good practice b) Agree whole school approach	SENCO Staff meeting	All children clear about timetable and secure about what is happening.
8. Provide information to all pupils on different disabilities / SEND	a) Encourage SEND pupils to prepare assemblies / class presentations to discuss their needs with their peers b) Use of Citizenship lessons / circle time	SENCO Teachers	Pupils with SEND are able to feel comfortable knowing that their peers understand what makes them different and how they can help one another.