



1.0 Purpose

- 1.1 This plan exists to ensure that the schools are equally accessible to disabled pupils and pupils with special educational needs and that these pupils are not prevented from achieving academically, or getting maximum benefit from their school life, by being disadvantaged through inadequate provision of building structural services, facilities, resources or curricular/extra-curricular organisation.
- 1.2 Disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities
- 1.3 The plan will also consider the requirements of disabled parents/carers, staff and visitors to the schools.

The main objectives of this plan are:-

- To increase the extent to which pupils with special educational needs or difficulties can participate in the school curriculum
 - To improve the physical environment of the school to ensure that pupils with any kind of disability or learning difficulty can participate in all school activities
 - To assess the delivery of written information to pupils to ensure that formats are available for pupils with disabilities or learning difficulties
 - To ensure that the school listens to the views expressed by the pupils or parents about their preferred means of communication.
- 1.4 This plan is developed in conjunction with the school policies on Equality, Diversity and Cohesion and Special Educational Needs. Actions identified from it will feed into the School Development Plan.

2.0 Responsibilities

- 2.1 The governing body will ensure that adequate resources are available for meeting the needs of existing disabled pupils/parents/carers/staff as identified as part of accessibility planning.

- 2.2 Once this has been achieved it will also consider the potential needs of future disabled pupils. However, it is recognised that such requirements may have an associated cost and these requirements will therefore not be implemented until the need to do so actually arises.
- 2.3 The Headteacher is responsible for ensuring that specialist help is provided to pupils with disabilities or specific learning difficulties in line with the LA guidelines and that LA support services and resources are fully engaged. This could involve working with other local schools to use their specialist resources.
- 2.4 The Headteacher is responsible for ensuring that accessibility issues are considered during the procurement process.
- 2.5 The governing body are responsible for ensuring that this plan is monitored and evaluated.

3.0 Principles of School Accessibility Planning

- 3.1 The schools will not discriminate against disabled pupils or those with a EHCP in their admissions and exclusions or in provision of education and other related school activities
- 3.2 The schools will not put disabled pupils/ those with an EHCP at a substantial disadvantage.
- 3.3 The schools will review the accessibility plan on a three year cycle and publish a revised Accessibility Plan identifying any actions that need to be implemented.
- 3.4 Effectiveness of the Accessibility Plan will be monitored by the governing body.
- 3.5 The pupil's right to confidentiality will be respected.
- 3.6 The views of parents will be obtained to ensure that each child with a disability/statement of special educational needs is given an individual support plan that best meets their needs.
- 3.7 All staff will be fully briefed on the requirements of the support plans for children with a disability/statement of special educational needs.
- 3.8 Full risk assessments will be carried out to ensure the safety and well-being of disabled pupils/those with a statement of special educational needs.
- 3.9 All appropriate support resources and materials available from the LA will be engaged.

4.0 Increasing Participation in the School Curriculum

- 4.1 The Accessibility Plan will ensure that pupils with disabilities/statements of special educational needs are able to participate in the wider school curriculum including sports, lunchtime clubs and societies, cultural activities and school visits.
- 4.2 Classroom layouts and teaching methods are planned with the requirements of disabled children/those with a statement of special educational needs in mind.
- 4.3 Physically disabled pupils are assigned mentors from their peer group who can assist them where necessary.

5.0 Improving the Physical Environment

- 5.1 The physical environment will be assessed including steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, signs, interior surfaces, floor coverings, room décor and furniture.
- 5.2 Required improvements to physical access will be identified in line with current and possible future needs and within the constraints of the school funds. Such improvements could include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, well designed room acoustics and way-finding systems.
- 5.3 Physical aids to support education will also be reviewed. Such aids might include ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, specialist pens and pencils, sloping desks, booster seats and specialist seating.

6.0 Improving the Delivery of Information to Disabled Pupils

- 6.1 Written information provided by the schools to its pupils must be accessible to disabled pupils. The information should take account of pupils' disabilities, pupils' and parents' preferred formats and be made available within a reasonable time frame. The information might include handouts, timetables, and information about school events. The school might consider providing the information in alternative formats (such as large print, audio tape, Braille, a recognised symbol system, using pictures) by using ICT, or by providing the information orally, through lip speaking or in sign language.

7.0 Monitoring and Evaluation

- 7.1 The progress on implementation of the Accessibility Plan and monitoring of its effectiveness is the responsibility of the local governing body.
- 7.2 Evaluation will be based on the following indicators:
 - Greater satisfaction of disabled pupils and their parents with the provision made for them and their participation in the life of the school;
 - Evidence of the greater involvement of disabled pupils in the full life of the school (for example, participation in after school clubs, leisure, sporting and cultural activities and on school trips);
 - Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs;
 - Audits carried out on the main curriculum areas;
 - Progressive planned improvements to the physical environment of the school;

- Information being available to pupils in a range of formats.

Accessibility Plan Audit (completed TBC)

Section 1: How does the school deliver the curriculum?

Question	YES/NO
Do teachers and teaching assistants have the necessary training to teach and support disabled pupils?	See training logs
Are classrooms optimally organised for disabled pupils?	Yes, brand new build with accessibility consultation from design onwards
Do lessons provide opportunities for all pupils to achieve?	See T & L observations
Are lessons responsive to pupil diversity?	See T & L observations
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	See T & L observations
Are all pupils encouraged to take part in music, drama and physical activities?	Music provision, Art, PE and activities info i.e. sports day, inter school sports.
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	See T & L observations
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	See T & L observations
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	See T & L observations, M & H planning, use of pool, sensory room, soft play room
Do you provide access to computer technology appropriate for students with disabilities?	See T & L observations
Are school visits made accessible to all pupils irrespective of attainment or impairment?	See Visits RA file
Are there high expectations of all pupils?	See T & L observations, Parent Feedback, Ofsted
Do staff seek to remove all barriers to learning and participation?	See T & L observations, Parent Feedback, Ofsted

Section 2: Is the school designed to meet the needs of all pupils?

Question	YES/NO
Does the size and layout of areas -including all classroom, sporting, play, social facilities, the assembly hall, dining area, shared areas, toilets, library, IT suite and outdoor sporting facilities, playgrounds and shared areas allow access for all pupils?	Yes, brand new build with accessibility consultation from design onwards.
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Yes, brand new build with accessibility consultation from design onwards
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes, brand new build with accessibility consultation from design onwards
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	Yes, see Fire Risk Assessment and logs
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	Yes, brand new build with accessibility consultation from design onwards. School purchased door signs with raised lettering and braille
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	Extensive use of WWS signs .
Are areas to which pupils should have access well lit?	Yes
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Yes, acoustic boards in all classes and shared rooms. Some pupils with noise sensitivity will also be provided with noise dampening headphones.
Is furniture and equipment selected, adjusted and located appropriately?	Yes
Are classrooms organised to best meet the needs of pupils with a disability/statement of special needs?	Yes, brand new build with accessibility consultation from design onwards

Section 3: Does the school deliver materials in other formats?

Question	YES/NO
Do you provide information in simple language, symbols, large print, for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Yes, WWS
Do you provide information in simple language, symbols, large print, for parents/carers and prospective parents/carers who may have difficulty with standard forms of printed information?	Yes, requires continual monitoring and seeking feedback from parents who may be unwilling to confirm difficulties with text.
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	Yes
Do you have the facilities such as ICT to produce written information in different formats?	Yes WWS
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes, see training logs

Self-audit helps recognise where individual training is required or whether further full staff training is needed.

