



Accessibility Plan (Statutory School Policy)

Presented for the approval of the: **RESOURCE COMMITTEE**

Date Approved: October 2016

Date for Review: October 2019

Signed: _____ (Governors)

Signed: _____ (Headteacher)

Remember to include:

- How the curriculum is differentiated and, at Key Stage 4, what alternative accreditation is offered.
- How information for pupils, parents and the community is available in different formats, using Widgit symbols, Braille, larger font or reduced / simplified language. All schools have access to Communicate in Print software to generate Widgit symbols. If you need advice on symbols and alternative formats, please speak to any member of Integrated Disability Service staff or email sip@widgit.com
- Plans to improve the signage in the buildings and grounds.
- Arrangements that could be put in place if a disabled parent needed support to attend a school event, e.g. the availability of a signer for a parents' evening.
- The Equality Act requires "reasonable adjustments" and many adjustments are low cost or no cost; the EHRC advice on Reasonable Adjustments is available in Downloads.

<u>Target</u>	<u>Tasks</u>	<u>Timescale</u>	<u>Resources</u>	<u>Responsibility</u>	<u>Monitoring</u>
<p>Access to Curriculum</p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> ▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. ▪ Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Focus in 16/17on Hearing Loss and ASD. 	Ongoing	<p>Teacher Day, June 12 on Personalising Learning</p> <p>Twilight from IDS on HL</p> <p>Half Day cover for PE Co-ordinator</p>	<p>All staff</p> <p>Teaching & Learning Focus Group</p>	<p>SENCo through lesson observations and sampling lesson planning</p> <p>Leadership Team and Governors</p> <p>PE Co-ordinator</p>

	<ul style="list-style-type: none"> ▪ Seek issues and feedback from “Teaching and Learning” focus group and Pupil Survey. ▪ Review PE and Staying Healthy Curriculum. Visit to PE Dept at Southgate School. 				
<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Ensure school activities are accessible to all students. ▪ Investigate TA flexibility to cover extra curricular activities if needed. ▪ Consider hosting an area event for partner schools e.g. Boccia, wheelchair basketball. ▪ Seek advice from IDS re alternative accessible venues for residential trips. 	Spring term 2016	<p>Governors to identify contingency budget for TA cover for extra curricular activities if needed.</p> <p>Training needed on risk assessments for trips and extra curricular activities.</p>	DH Governors	<p>Leadership Team</p> <p>Governors</p>
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with 	<p>Autumn Term 2016</p> <p>April or Sept 2016</p>	<p>Leadership Team and SENCo time to review policies.</p> <p>Development time for homework section of the website. Decide whether to do in house or pay external provider.</p>	Leadership Team and SENCo	Governors

	<p>disabilities. Involve School Council in all reviews.</p> <ul style="list-style-type: none"> Consult pupils and staff on any proposed changes. Introduce new policies 				
<p>Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> Review personal evacuation plans. Identify accessible play equipment (School Council involved in designing new area). Look into feasibility of a low arousal space. Improve signage of evacuation procedures, internet safety, fire drill etc Review new signage of room functions. 	<p>December 2016</p> <p>August 16</p> <p>Ongoing</p> <p>August 19</p>	<p>£15k budget already identified for playground improvements</p> <p>Low arousal: Schools' Access Initiative</p>	<p>Site Manager School Council WES Safety & Premises</p> <p>TAs trained in Communicate in Print</p>	<p>Access and Inclusion Sub-group</p>
<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> Review PSHE Curriculum Review Assembly Programme: widen focus of Different/Same theme Involve local disability groups in assemblies and visits to school Regular items for newsletter highlighting achievements of pupils with disabilities 	<p>Spring Term 16</p>	<p>£150 for any new resources</p>	<p>PSHE Co-ord and DH</p>	<p>Leadership Team and Governors</p>

<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Large print and audio formats etc as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate. ▪ Use of Communicate in Print software. 	<p>Summer Term 16</p>	<p>.</p>	<p>Admin. Manager</p>	<p>DH</p>
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