Hawkesbury CE VC Primary School

ACCESSIBILITY PLAN
This plan works with the Single Equality Plan

Updated:　　　　　　February 22nd 2016
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PHYSICAL ACCESS

Target	Strategy	Timescale	Outcome
To review and audit, at least annually, as part of the review of SDP, all areas of the school in order to ensure that there are no physical barriers to access for pupils with a range of disabilities Identify spaces which may need modifying and plan for this	Use Appendix 1 To track progress against original audit information. To update the Full Governing Body, at least annually on progress and works carried out.	Ongoing Ongoing	Full physical access to the curriculum. Regular review of premises. Accessibility Plan progress reported as part of Premises report to FGB Governors.

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CURRICULUM ACCESS

Target	Strategy	Timescale	Outcome
To help staff and parents be aware of specific types of learning needs through checklists and ways to accommodate the curriculum i.e. • Setting suitable learning challenges • Responding to pupils' diverse learning needs promptly through quality first teaching • Overcoming potential barriers to learning and assessment for	Use Appendix 2 Staff meetings / inset	Autumn Term 2016 (October) SENcos & Headteacher to monitor pupil's books and teachers planning regularly for differentiation / pupil progress meetings to review progress and impact of interventions.	Strategies to enable full curriculum access for pupils with a range of disabilities and learning styles to be identified in all long term plans All staff are aware of range of interventions available in school to meet needs of all pupils. Staff are aware of available support.

			Up date School Development Plan 2015-2018
• individuals and groups of pupils. • Flexibility in approaches to learning to ensure inclusive practice. • Adapt curriculum and learning activities to suit individual need and preferences for learning To ensure all staff use these to inform differentiated planning and provision across the school. Look termly at the impact of interventions and wider inclusion actions. To identify INSET needs. Analyse school audit of the 'wider curriculum' e.g. clubs, school visits etc to ensure that disabled pupils can participate. Invite children who do not participate to join specific clubs or run their own lunchtime club. To look at potential intake for following year to identify training needs. Purchase specific resources to support children, eg numicon intervention timers, fiddle toys, pencil grips, coloured acetates and rulers.	Provision mapping Directory of support available During TPP reviews and pupil progress meetings Audit of all activities To provide access training relevant to whole school and individual pupil needs. To provide training with appropriate support services for relevant staff.	3 times per year Autumn Term 2016 3 times per year Spring/Summer Term 2016	All staff feel competent and supported in dealing with wide range of ability/disability. School to have a wide range of teaching styles and resources available for all areas of the curriculum All practice reviewed on an annual basis. Progress reported to Full Governor Body.

ACCESS TO INFORMATION

Target	Strategy	Timescale	Outcome
To identify in any materials and events where access to information may need to be altered in order to ensure that	Use Appendix 3	Autumn Term - ongoing	Plan written indicating a) Formats which need changing. b) Strategies needed to do this. Gloucestershire / South Glos

disabled pupils and/or parents have full access to information			Support Services consulted for advice.
Ensure school website has information for parents included			

Agreed at the Full Governing Body meeting 29th February 2016, agenda item 11

Signed: ……………………………………… Chair of Governors

Review Date: February 2019

Equalities Impact Assessment: Completed | X |

Is Hawkesbury CE VC Primary School designed to meet the needs of all pupils? – Building

Questions:

QUESTION	YES	NO
Do the size and the layout of areas – including all academic, sporting, play, hall and IT suite allow access for all pupils? Can pupils/staff that use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and shower? Are pathways around the school site and parking arrangements safe, routes logical and well signed? Are emergency and evacuations systems set up to inform all pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components? Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? Are all areas to which pupils have access well lit? Are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? Is furniture and equipment selected, adjusted and located appropriately?		

How does Hawkesbury CE VC Primary School deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are your classrooms optimally organised for disabled pupils, for example furniture layout, acoustics, blinds, signage, and decorative colours?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example lip reading?		
Do staff recognise and allow for the additional time required by some pupils to use equipment in practical work?		
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?		
Do you provide access to computer technology appropriate to pupils with disabilities?		
Are school visits, including overseas visits, made accessible to all pupils, irrespective of attainment or impairment?		
Are there high expectations of all pupils?		
Do staff seek to remove barriers to learning and participation?		

Appendix 3

How does Hawkesbury CE VC Primary School deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, coloured paper, acetates, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, for example by reading aloud-overhead projections and describing diagrams? Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		