

Accessibility Plan 2016

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To liaise with Nursery providers to review potential intake for Sept 16	To identify pupils who may need additional to or different from provision for Sept 16 Intake	Sept 2016/2017	HT EYFS teacher	Procedures/equipment / ideas set in place by Sept 2016
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing throughout 2016/17	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues	To ensure collaboration between all key personnel	Ongoing throughout 2016/17	HT TAs Outside agencies	Clear collaborative working approach

	<p>To ensure full access to the curriculum for all children</p>	<p>Outside Play visits; Employment of specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered • The use of P levels to assist in developing learning opportunities for children and also assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy/physiotherapy 	<p>Ongoing</p>	<p>Teachers Inclusion Manager</p>	<p>Advice taken and strategies evident in classroom practice</p> <p>ASD children supported and accessing curriculum</p>
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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Medium Term	To finely review attainment of all SEN pupils.	Inclusion/Class teacher meetings/Pupil progress Scrutiny of assessment system Scrutiny of assessment system Regular liaison with parents Regular liaison with parents	Termly	Class teachers Inclusion Manager	Progress made towards pupil targets
	To monitor attainment of Able, G & T pupils	More Able G&T booster groups/activities Monitor More Able Register More Able G&T booster groups/activities	Ongoing	Inclusion Manager (More Able Pupils) Class teachers	More Able G&T children making proportionate progress
	To promote the involvement of disabled students in classroom discussions/activities	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)	Annually	Whole school approach	Variety of learning styles and multi-sensory activities in planning and in the classrooms
	To take account of variety of learning styles when teaching	<ul style="list-style-type: none"> • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people • Wheelchair Access 	Ongoing	Access and Technology Service	Ensuring that the needs of all disabled pupils, parents and staff are represented within the school

		<ul style="list-style-type: none"> Specialist Equipment 			
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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Long Term	To evaluate and review the above short and long term targets annually	See above	Annually	SMT, Core curriculum co-ordinators Governors	All children making good progress
	To deliver findings to the Governing Body	Full Governors meetings	Annually Termly SEN Governor /Inclusion meetings	Inclusion Manager SMT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Improve physical environment of school environment	The school will take account 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	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	Teaching and non-teaching staff	Lively and inviting environment maintained
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of their personal support plan • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parent/carers' access need and ensure they are met in all events. 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs 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 constantly reviewed	Head Teacher Sensory Support Service	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children • Arrange interpreters from the Sensory Support Service to communicate with deaf parents • 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 • Arrange other interpreters if required to support understanding 	With immediate effect to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Medium Term	To improve community links	School to continue to have strong links with schools in the South6 cluster and the wider community	Ongoing	SMT All staff	Improved awareness of disabilities/the wider community of Coventry and the world and their needs Improved community cohesion

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Long Term	Continue to develop playgrounds and facilities	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas
	To ensure driveway, roads, paths around school are as safe as possible	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 6 children	Ongoing	PSHE Co-ordinator SMT	No accidents
	To maintain accreditation of Enhanced Healthy Schools award	Continue to work towards Healthy Schools and Eco schools targets	2016/17	PSHE/Healthy School Co-Ordinator Whole school approach	Maintenance of award

Aim 3: To improve the delivery of information to disabled pupils and parents.

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Parent with Hearing impairment	Regular communication with parents Interpreter provided for parents' eve/annual reviews	Ongoing	Class teacher SMT Sensory Support Service	Two way communication in place
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum
	To enable improved access to written information for pupils, parents and visitors	<ul style="list-style-type: none"> • Investigate symbol software to support learners with reading Difficulties • Raising awareness of font size and page layouts will support pupils with visual impairments • Auditing the school library to ensure the availability of large font and easy read texts will improve access • Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 			

Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring school's awareness of any disabilities	Information collected about new children <ul style="list-style-type: none"> • Records passed up to each class teacher • End of year class teacher meetings • Annual reviews • Personal Support Plans • Medical forms updated annually for all children • Personal health plans • Significant health problems - children's photos displayed on staffroom notice board/First Aid Room/DRA Office 	Annually	Class teachers Inclusion Team Outside agencies SMT Office staff	Each teacher/staff member aware of disabilities of children in their classes

Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary	Record keeping system to be reviewed	Continual review and improvement	SMT	Effective communication of information about disabilities throughout school