MICKLEOVER PRIMARY SCHOOL

Name of Policy: Accessibility Plan

Date of Policy: May 2017

Member of Staff responsible: L Gerver

Review date: May 2019

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

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Accessibility Plan

PHYSICAL ACCESS

Timescale	Target	Strategy	Outcome
Long Term	To review regularly all areas of the school in order to ensure that there are no physical barriers to access for pupils with a range of disabilities. Continue implementation of plan.	To update the LA annually on progress and works carried out.	Full physical access to the curriculum. Regular review of premises.
	To ensure signage is accessible to pupils/adults with disability		Signage in place

CURRICULUM ACCESS

Timescale	Target	Strategy	Outcome
Short term	To make all staff aware of the implications of the Disability Discrimination Act (DDA) and the range of identified disabilities To make staff aware of the National Curriculum Inclusion Statements i.e. • Setting suitable learning challenges • Responding to pupils' diverse learning needs • Overcoming potential barriers to learning and assessment for individuals and groups of pupils. To ensure all staff use these to inform differentiated planning and provision across the school.	Staff Meeting Monitoring by Headteacher/ Assistant Headteachers /coordinators	Staff awareness Strategies to enable full curriculum access for pupils with a range of disabilities to be identified in all Multi-element plans All staff are aware of range of interventions available in school to meet needs of all pupils Awareness in planning
	To make staff aware of the needs of a child who is profoundly deaf.	Training by hearing impairment team	Staff understand the needs. Classroom environment meets the needs of the child to enable full access to learning
	To make all staff aware of available specialist support.	Staff meeting time led by SEN coordinator	Staff are aware of available support

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	To identify INSET needs through performance management	Staff meeting	CPD Coordinator aware of training needs of Teachers and TAs
Medium Term	To look at potential intake for following term/year to identify training needs

To look at potential intake for following year to identify any access needs | To provide access training relevant to whole school and individual pupil needs Speak to the inclusion team | All staff feel competent and supported in dealing with wide range of ability/disability

Any access needs are catered for |
| | To look at current pupils and identify where classrooms may need to be moved to allow access
Where a class isn't being moved, put together an action plan to accommodate needs. This may include a fire evacuation plan where necessary | | Classes moved as necessary

Action plan in place |
| Long Term | To develop and maintain the sound field hearing system on an annual basis | To provide training with appropriate support services for relevant staff | 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. |

ACCESS TO INFORMATION			
Timescale	Target	Strategy	Outcome
Short	To identify in any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information.		Materials adapted as necessary
Medium	To audit current groups of parents and pupils to begin to implement plan	Create alternative means of communication as needs are identified e.g. strategies for parents' meetings such as a signer.	SEN co-ordinator to maintain database for use as needed
Long	To maintain above practice and review on an annual basis	Regular review of need and delivery of alternative formats as needed	Information available for parents and pupils in a variety of formats

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IS YOUR SCHOOL DESIGNED TO MEET THE NEEDS OF ALL PUPILS

Question	Yes	No
Do the size and the layout of areas – including all academic, sporting, play, social facilities; the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils?	Yes	
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 (most)	
Are pathways around the school site and parking arrangements safe, routes logical and well signed?	Yes	
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?	Yes	
Are non-visual guides used to assist people to use buildings, including lifts with tactile buttons?		N/A
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		No
Are all areas to which pupils have access well lit?	Yes	
Are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	Yes	
Is furniture and equipment selected, adjusted and located appropriately?	Yes	

HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		N/A
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?	Yes	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes	

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HOW DOES YOUR 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?	Yes	
Are your classrooms optimally organised for disabled pupils, for example furniture layout, acoustics, blinds, signage, and decorative colours?	Yes	
Do lessons provide opportunities for all pupils to achieve?	Yes	
Are lessons responsive to pupil diversity?	Yes	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes	
Are all pupils encouraged to take part in music, drama and physical activities?	Yes	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example lip reading?	Yes	
Do staff recognise and allow for the additional time required by some pupils to use equipment in practical work?	Yes	
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?	Yes	
Do you provide access to computer technology appropriate to pupils with disabilities?	Yes	
Are school visits, including overseas visits, made accessible to all pupils, irrespective of attainment or impairment?	Yes	
Are there high expectations of all pupils?	Yes	
Do staff seek to remove barriers to learning and participation?	Yes	

This policy is linked to the following policies:

Health and Safety Policy
Inclusion Policy
SEND Policy
Curriculum Policy
Accessibility Policy
Disability Equality Scheme

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