



## Accessibility Action Plan

### **Aim 1: To increase the extent to which 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.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Short Term</b>	Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Non-negotiables in place in the classroom.	Ongoing	HT All Teachers	Increase access to the Curriculum for all pupils.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2016/17	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, via use of web site, learning platform, newsletters, texting service, and in	Ongoing throughout 2016/17.	HT All Teachers	Clear collaborative working approach understood by parents.

		<p>addition this these styles of communication devise a schedule of parent workshop to allow face to face contact and partnership development regards delivery of the curriculum and other key school operations where necessary.</p>			
	<p>To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, visual impairment or hearing impairment.</p>	<p>To ensure collaboration between all key personnel, by identifying key agencies, establishing key contact details and where not already in place, developing these agency relationships.</p>	<p>Ongoing throughout 2016/17.</p>	<p>HT TAs Outside agencies</p>	<p>Clear collaborative working approach</p>

	<p>To ensure full access to the curriculum for all children</p>	<p>Educational visits arranged CPD for staff and:</p> <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered.</li> <li>Reasonable adjustments to be made.</li> <li>• A range of support staff including trained teaching assistants</li> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment sourced from hearing impairment team or other outside agencies as and when required.</li> </ul> <p>Specific equipment and resources sourced for visual impaired pupils from the Visual Impairment team. EAL resources sought from MEAS team.</p>	<p>Ongoing</p>	<p>Teachers</p> <p>SENCO</p> <p>Outside agencies</p>	<p>Advice taken and strategies evident in classroom practice.</p> <p>ASD/HI/VI/EAL children supported and accessing curriculum.</p>
	<p>All out-of-school</p>	<p>Review all out-of-</p>	<p>Ongoing practise.</p>	<p>All out-of-school</p>	<p>Increase in access to all</p>

	activities are planned to ensure the participation of the whole range of pupils.  Register of clubs taken and recorded.	school provision to ensure compliance with legislation.		activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	school activities for all disabled pupils. PEEP's would need to take into consideration out-of-school activities, especially if they are away from their normal Support/carer.
	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Medium Term</b>	To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers  SENCO	Progress made towards IEP targets  Provision mapping shows clear steps and progress made
	To monitor attainment of G & T pupils.  To promote the involvement of students with a disability in classroom discussions/activities.  To take account of variety of learning styles when teaching.	Policy G&T list to be updated.  G&T groups/activities Monitor G&T list  Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)  Radio aids fitted for	Ongoing practise.	HT  Senco  G&T co-ordinator  Class teachers  Whole school approach	G&T children making progress.  Achieving above average results  Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.  Ensuring that the needs of all disabled pupils, parents and staff are represented

		<p>the hearing impaired.</p> <p>Giving alternatives to enable pupils with a disability to participate successfully in lessons</p>			
	<p>To promote British Values and the learning of other cultures.</p>	<p>Giving alternatives to enable pupils with a EAL to participate successfully in lessons.</p> <p>Opportunities for visitors to come into school to discuss their culture. Visits to different cultural places of significance.</p> <p>Continued link with City school St Peter's Academy.</p>	<p>Ongoing practise.</p>	<p>HT</p> <p>Senco</p> <p>SMSC Co-ordinator</p> <p>Class teachers</p> <p>Whole school approach</p>	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all pupils, parents and staff are represented.</p> <p>Raised awareness of British Values.</p> <p>Raised awareness of other cultures.</p> <p>Pupil have a clearer understanding of other cultures.</p>
	<p>To ensure the school develops children's awareness of disability.</p>	<p>Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled</p>	<p>Ongoing practise</p>	<p>HT</p> <p>Senco</p> <p>Class teachers</p> <p>Whole school approach</p>	<p>Raised awareness of disabilities.</p> <p>Pupil have a clearer understanding of possible disabilities that people may have.</p>

		<p>people.</p> <p>Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light.</p> <p>Invite people with disabilities in to school.</p> <p>Use opportunities to show people with disabilities in a positive light: Recent example = Paralympics</p>			
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Long Tern</b>	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	Finance and Premises and Curriculum Governors meetings	Annually/Termly SEN Governor / SENCO meetings	SENCO 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.**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Short Term</b>	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. In the future improvements may need to be made to cater for a Visually impaired child in school, who is blind - support from VI team including mobility officer.	Ongoing practise.	SMT	Enabling needs to be met where possible.
	Ensure visually stimulating	Colourful, lively displays in classrooms.	Ongoing practise.	Teaching and non-teaching staff	Lively and inviting environment

	environment for all children	Dyslexia Friendly classrooms.			maintained.
	Ensuring all with a disability are able to be involved.	<p>Create access plans for individual disabled children as part of IEP process</p> <p>Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</p> <p>Include questions in the confidential pupil information questionnaire about parents/carers' access needs and Ensure they are met in all events.</p>	<p>With immediate effect, to be constantly reviewed</p> <p>Autumn term 2016</p>	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 care plan meetings, liaise with external agencies, identifying training needs and establish individual protocols where needed. Update local policy in line with legislation and	Ongoing practise.	<p>HT</p> <p>Senco</p> <p>Class Teachers /TA's involved with the child.</p>	



	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Medium Term</b>	To improve community links	School to continue to have strong links with schools in Staffordshire and Stoke on Trent Local Authority and the wider community.	Ongoing practise.	SMT All staff	Improved awareness of disabilities/the wider community of Audley and the world and their needs Improved community cohesion
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Long Term</b>	Continue to develop playgrounds and facilities.	Identify development ideas and source suitable funding opportunities	Ongoing practise.	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. Scooterability to be introduced in KS2 Consider signage options for entrance/exits.	Ongoing practise.	PSHE Co-ordinator  SMT	No accidents
	To complete assessment for accreditation of Healthy Schools award.	Continue to work towards Healthy Schools and Eco schools targets	2016/17	PSHE Co-ordinator  Whole school approach	Achievement of award
	Physical Access Seek	L.A. Officer visited	Ongoing -(Sept/Oct	HT	School to be improved

	clarification from Local Authority Joint Property Unit.	school previously and we have received a written response to concerns(see background)	2008)		as and when needed by LA.
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**Aim 3: To improve the delivery of information to disabled pupils, EAL pupils and parents.**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Short Term</b>	To ensure all children with ASD, HI, VI & EAL have access to the curriculum.	Regular parental communication. Continued professional development and awareness raising where available. Support from Local authority teams for ASD,VI, HI & EAL.	Ongoing practise.	All staff to be aware	All children able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	Raising awareness of font size and page layouts will support pupils with visual impairments.  Auditing the school book resources to ensure the availability of large font and easy read texts will improve access.	Ongoing practise.	All staff to be aware	Improved access to information for all stakeholders.

		Auditing signage around the school to ensure that is accessible to all is a valuable exercise.			
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Medium Term</b>	To review children's records ensuring school's awareness of any disabilities	Information collected about new children.  Records passed up to each class teacher.  End of year class teacher	Annually	Class teachers Senco Outside agencies	Each teacher/staff member aware of disabilities of children in their classes
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Long Term</b>	In school record system to be reviewed and improved where necessary.  (Records on Sims)	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT  Senco	Effective communication of information about disabilities throughout school

	Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	Autumn 2016 - ongoing	The school will be able to provide written information in different formats when required for individual purposes. All staff.	Delivery of information to disabled pupils improved
	Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	Autumn 2016 - ongoing	All school information available for all  HT/SMT	Delivery of school information to parents and the local community improved