



Accessibility Plan

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Policy Review Date:	November 2025	Headteacher Nitash Odedra	Signed <i>N. Odedra</i>	Date 28/11/22
Ratified by Governing Body:				
Chair of Governors Sue Welford		Signed <i>Sue Welford</i>	Date: 28/11/22	

ACCESSIBILITY PLAN (SIP) 2022-25

Our School Accessibility Plan must set out how, over the specified period, we will:

- 1) Improve the extent to which disabled pupils are able to participate in the school curriculum
- 2) Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- 3) Improve the availability of accessible information to disabled pupils (This must be delivered within a reasonable time and in ways that are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents).

Short / Medium / Long	Targets	Strategies	Outcome	Time frame	Goals achieved
Short Term	<i>Ensure parents/carers with visual disability have equal opportunity to access information from school (documentation)</i>	<ul style="list-style-type: none"> • Highlight on all school documentation that goes to parents that it is available in larger print on request. • Other potential accessible formats may include, use of symbols (Widgit), via telephone, easy read, Braille (this format would take longer to reproduce as the LA VI team would be doing this for us) or Makaton 	<ul style="list-style-type: none"> • Format of documentation will be altered appropriately and as and when necessary. • In general, our documentation sent out is written in plain language, as concise as possible and designed to be as legible as possible (and consistent) 	<ul style="list-style-type: none"> • On-going when a parent requests it 	<ul style="list-style-type: none"> • The school reacts to the needs of both adults and children so that the curriculum is accessible.
Short Term	<i>Ensure the curriculum can be accessed by all children</i>	<ul style="list-style-type: none"> • Check timetables and resources are not a barrier to any individual or group's access to the curriculum. 	<ul style="list-style-type: none"> • Adapted resources for children including symbols etc... • For pupil needs accessibility is currently; larger text, Braille, Makaton, Symbol (Widgit) 	<ul style="list-style-type: none"> • On-going consideration to timetabling and resourcing from all members of staff 	<ul style="list-style-type: none"> • The school reacts to the needs of both adults and children so that the curriculum is accessible.
Short Term	<i>To ensure the environment is conducive to the safety of children with a vision impairment</i>	<ul style="list-style-type: none"> • Re-new our Environment audit for VI pupil 	<ul style="list-style-type: none"> • Environment is fit for purpose and safe for our pupils with VI 	<ul style="list-style-type: none"> • Autumn term 2022 	<ul style="list-style-type: none"> • Safe environment for VI pupils
Short Term	<i>Ensure website complies with new accessibility regulations</i>	<ul style="list-style-type: none"> • School to check with e4education that our site meets standards • School to be aware of not uploading documents or files which aren't accessibly compatible e.g a PDF with a white background 	<ul style="list-style-type: none"> • Consideration given when anything is uploaded to our website, keeping in mind accessibility and potential viewers of the site 	<ul style="list-style-type: none"> • On-going consideration and monitoring 	<ul style="list-style-type: none"> • Our website build is accessible meets the requirements

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		and light yellow text etc...			
Medium Term <i>(on-going for new staff & pupils)</i>	<i>Training for teachers and support staff about supporting and understanding needs of children with Hearing Impairments or Visual Impairments</i>	<ul style="list-style-type: none"> • Seek advice (on-going) from HI / VI teams re courses and latest developments in resources eg hearing aids, sound field systems, touch typing skills • Identified staff to attend course run by HI team 	<ul style="list-style-type: none"> • Relevant teachers / LSAs trained and dissemination of information to wider school staff 	<ul style="list-style-type: none"> • On-going on a yearly basis as the children move through school 	<ul style="list-style-type: none"> • Increased access to the national curriculum for children with HI/VI • Better understanding of needs of HI children
Medium Term	<i>To ensure the school develops children's awareness of disability.</i>	<ul style="list-style-type: none"> • Ensure there are some learning resources (books etc) that show positive examples of people with disabilities eg Olympians, successful business people, authors, film/tv stars etc... 	<ul style="list-style-type: none"> • Availability of resources will develop and make the children more aware of disability 	<ul style="list-style-type: none"> • On-going – resourcing and purchasing appropriate resources 	<ul style="list-style-type: none"> • Awareness of disabilities through resources and books which are available for all pupils
Long Term	<i>Modification of rooms / communal areas to be more acoustically friendly for all but particularly for children with Hearing Impairments</i>	<ul style="list-style-type: none"> • Seek advice through HI team to include acoustic report of additional priority rooms – we currently have at least one classroom per year group which has an acoustic ceiling 	<ul style="list-style-type: none"> • Rooms are made more acoustically friendly for children and staff 	<ul style="list-style-type: none"> • On-going as needs arise and rooms change or need increases 	<ul style="list-style-type: none"> • Improved acoustic environment for all • Improved access to the curriculum due to this
Long Term	<i>Ensure as much of the school as possible has level access</i>	<ul style="list-style-type: none"> • Liaise with LA re: access (Landlord responsibility) particularly when specific individual needs emerge 	<ul style="list-style-type: none"> • Access across the whole school for wheelchair users • Access to both ends of the school is currently available - between the two ends of the school is not available 	<ul style="list-style-type: none"> • As new pupils who need a wheelchair put their names down for a place, re-visit the central school access point 	<ul style="list-style-type: none"> • Pupils who have temporary need of wheelchairs are able to access both ends of the school.

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<p>Long Term (On-going)</p>	<p><i>Further develop inclusive practice across the curriculum through differentiation of work, use of whole school data system and phase meetings</i></p>	<ul style="list-style-type: none"> • SENCo and SLT to attend training, provide inset and monitor inclusion strategies across whole school 	<ul style="list-style-type: none"> • Staff providing differentiated work to match individual needs • To develop whole school understanding of inclusion issues for all groups of children in school – EAL, G&T, SEND and others 	<ul style="list-style-type: none"> • Include in whole school pupil progress meetings 	<ul style="list-style-type: none"> • Better access to national curriculum for all children • identified groups of children have needs met more successfully
<p>Long Term</p>	<p><i>Make stairwells visually safe and defined as well as physically safe</i></p>	<ul style="list-style-type: none"> • Advice from VI team • Caretaker to re-paint when needed • LA to support and aid in fixing handrails and banisters to meet safety criteria 	<ul style="list-style-type: none"> • Bright lines demarcate stair edges • Hand rails meet safety criteria • Stairs / ramps with handrails need to have additional banisters put in to assist with safety 	<ul style="list-style-type: none"> • Review markings as needed 	<ul style="list-style-type: none"> • Improved and safer movement around school for children (particularly those pupils with visual impairments)