

Accessibility Plan

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Targets	Strategies	Outcome	Timeframe
Ensure the curriculum can be accessed by all children	<p>Our school offers a differentiated curriculum</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. Termly individual provision maps are created with the Inclusion Manager and teaching staff for those children with additional needs.</p> <p>Interventions are monitored</p>	All children have access to a broad and balanced curriculum.	Ongoing

	<p>termly. Targeted interventions are pitched at the next step in learning to enable pupils with SEND to make good progress.</p> <p>We use technology to support learning and access to the curriculum.</p> <p>We use visual resources and timetables in all of our classrooms.</p> <p>We seek advice from specialist agencies such as Drumbeat, SpLD, New Woodlands and the Educational Psychologist.</p> <p>Staff are trained to manage a range of medical conditions.</p>		
Maintain access to the physical environment	<p>Slopes and ramps provide support for those with a physical disability, in a wheelchair or walker to access to the playground, office, hall and lower ground floors and lifts are available in the new buildings.</p> <p>We ensure that all areas of the school are free from clutter and obstructions.</p> <p>There are accessible toilets in all new buildings. All accessible toilets are fitted with an alarm.</p> <p>The playground areas are all well maintained.</p> <p>Educational and enrichment activities are made as accessible as possible for all pupils.</p> <p>All staff and /or children with short or long term accessibility difficulties are risk assessed and a personal emergency evacuation plan is drawn up and</p>	To ensure all classrooms and the school environment remain safe and accessible to all learners and visitors.	Ongoing

	reviewed regularly.		
Ensure all communication is accessible to children and adults.	<p>Information and newsletters are easily translated via a link on the website.</p> <p>Visuals are used in all classrooms.</p> <p>Communication in print is available to use as an additional form of communication.</p> <p>Classroom resources are well organised and labelled.</p> <p>Where required school will request support from a translator / interpreter to assist with conversations and meetings.</p> <p>School actively promotes and celebrates the languages, culture and background of the child so that they feel valued and accepted.</p> <p>School provides support to those children who are new to English and to orientate children who are new to the school / country.</p>	To ensure all families within our community feel included, recognised and supported by the school.	