

Reevy Hill Primary School

Policy Documentation

Accessibility Plan

Responsibility for Review: Jo Bradley, Headteacher
Judith Kelby, SENCO/Assistant Head

Relationship to other Policies	Date	Status
<ul style="list-style-type: none">• SEN	May 2016	Governor Approval
<ul style="list-style-type: none">• Inclusion• Local Offer	May 2017	Review

Mission Statement

The mission statement of our school talks of developing a passion for learning and ensuring our pupils grow in confidence, resilience and independence. We are committed to giving all of our children every opportunity to achieve beyond their potential. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils and seek to provide a learning environment that allows them to love to learn.

REEVY HILL PRIMARY SCHOOL

School Accessibility Plan 2016 - 2019

Introduction

This Accessibility Plan has been drawn up in compliance with current legislations and requirements under the Disability Discrimination Act and the Equality Act 2010. At Reevy Hill, we are committed to providing an accessible environment which values and includes all pupils, staff, parents/carers, Governors, volunteers, service providers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The Accessibility Plan sets out how the School will improve equality of opportunity for disabled children and adults, the plan is drawn up to cover a three year period. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

The Accessibility Plan will contain relevant actions to:

- ✓ Aim to increase disability awareness
- ✓ Aim to increase the extent to which pupils with disabilities can participate in the curriculum.
- ✓ Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.
- ✓ Improve the availability of accessible information for disabled pupils

Attached is a set of action points showing how the school will address the priorities identified in the plan.

Extent to which staff recognize and understand disability issues.

Objective Success	Action	Resource	Timescale	Criteria
Training provided to enable all staff to understand and recognise disability issues	All staff can identify pupils with a disability and understand their needs. Relevant staff trained in manual handling and administering medication	Local Authority and health services	Autumn 1 2016 and regularly to meet the needs of new students	Staff are confident in teaching and supporting disabled students
To review children's records ensuring school's awareness of any disabilities	Review and update SIMs information Records passed up to each class teacher. End of year class teacher meetings Annual reviews IEP meeting Medical forms updated annually for all children Personal care plans Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom	Pupil data sheet Health Services School Nursing Team	Autumn 2016 and ongoing	Staff know individual pupils and are familiar with care plans

Extent to which disabled pupils participate in the curriculum

Objective Success	Action	Resource	Timescale	Criteria
Increase access to the curriculum	Pre-learning of specific topics for children who require repeated activities to be able to embed their learning	Screen magnifier software for the visually impaired (Visualiser)	Autumn 1 2016 and ongoing	Children will have a range of resources needed to be able to

	<p>Use of 1:1 adults where appropriate (for children with EHCPs or key learning needs)</p> <p>Resources to be used specifically for children's specific needs</p> <p>Key planning needed surrounding Enrichment Provision/trips so all children can be included.</p>	<p>Resources to be ordered where needed and time for adults to implement teaching</p> <p>Risk analysis of areas of the school grounds and changes/adaptations made in advance of activity.</p>	throughout the year.	access the curriculum
Teaching is appropriately differentiated to meet individual needs	<p>Teacher CPD in methods of developing differentiated curriculum with alternatives offered</p> <p>The use of P levels/B squared to assist in developing learning opportunities for children and also in assessing progress in different subjects</p> <p>A range of support staff including trained teaching assistants</p> <p>Multimedia and multisensory activities to support most curriculum areas</p> <p>Use of interactive ICT equipment</p> <p>Teachers can select and use specific equipment or strategies</p>	<p>Resources to be ordered in advance where needed</p> <p>B squared or P Scales updated in line with NC2014</p>	September 2016	<p>All groups of pupils make at least good progress</p> <p>Pupils can talk about how they learn best and are able to independently select resources they need</p> <p>There are positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</p>
To promote the involvement of disabled students in	Staff to be trained in using Makaton, Blank Level questioning and Colourful Semantics	Training for key staff in Key Stage 1 and 2	New staff all require training – previous	Pupils can talk about the discussions they have in class and the

classroom discussions/activities	Staff to ensure flexible classroom arrangements Pupil IEP personal development targets address interaction and working with others and strategies to encourage this are in place	Blank Level refresher training.	staff need refresher	role they play in class discussion Teachers plan for and facilitate successful interactions
Identify key children who may need specific support.	Undertake an audit of need and any relating staff training requirements	Training by outside agencies/Bradford schools	Summer 2 2016 – so things can be in place for Autumn 1 2016	All staff are able to meet the requirements of disabled children's needs with regards to accessing the curriculum
School visits are made accessible to all children	Exploratory visits are made and findings shared with parents Liaise with health professionals to ensure care plans extend to out of school learning experiences Disabled students considered when completing risk assessments	Time to complete exploratory visits	Ongoing	All pupils enjoy out of school learning opportunities

Improve and maintain access to the physical environment

Objective	Action	Resource	Timescale	Success Criteria
Increase access to the physical environment	<p>All classroom doors have flat surfaces. The door to the playground has a step and is also a fire exit – ramp to be sourced and stored nearby</p> <p>Disabled toilets provided but no hand rail</p> <p>Corridors are wide for wheelchair access if necessary</p> <p>Playground and MUGA all accessible</p> <p>Pathway from gate into playground may need remodelling to ensure it is wide enough for wheelchairs.</p> <p>Disabled parking to be reassessed</p>	<p>Ramps for entrance to school from playground when required</p> <p>Doors to have low fitted handles</p>	To be sourced from Autumn 2016	<p>All pupils, staff, parents and visitors can move safely around school</p> <p>Disabled parents have easy access to car park and front office.</p>
Classroom displays provide support for learning	Working walls provide visual prompts and reminders and are easily seen and read by pupils.	Time for learning walks	Ongoing	Pupils can work independently and successfully
Disabled parents are involved at every opportunity	<p>Utilise disabled parking spaces for disabled to drop off collect children</p> <p>Source interpreters to communicate with deaf parents</p> <p>Offer a telephone call to explain letters home for some parents who need this</p> <p>Adopt a more proactive approach to</p>	Local authority contacts	Autumn 2016	Parent questionnaire reflects the service provided by school

	identifying the access requirements of disabled parents			
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Improve the delivery of information to parents, pupils and stakeholders

Objective	Action	Resource	Timescale	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts to support pupils and parents with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access.			

Period covered: June 2016 to June 2019 (To be reviewed and amended where necessary Spring 2 2017)

Monitored by: SENCo