



## Accessibility plan 2020 – 2023



	<b>TARGETS</b>	<b>STRATEGIES</b>	<b>IMPACT</b>	<b>TIME</b>	<b>KEY OUTCOME</b>
<b>SHORT TERM</b>	To raise staff and pupil awareness of potential barriers to learning for disabled pupils	<ul style="list-style-type: none"> <li>• Staff meetings to discuss potential barriers to learning</li> <li>• School Council to consider access issues and suggest solutions</li> <li>• Regular (at least termly) site inspection to identify barriers to access in the physical environment</li> <li>• School and individual risk assessments in place that take account of issues regarding accessibility</li> <li>• Focus group to identify current, perceived barriers to access (perhaps as part of updating the Equality Scheme?)</li> </ul>	All staff and children are aware of potential barriers in regard to accessibility. Solutions have been discussed and evaluated and, where practicable, put into place.	Staff meetings. School Council to meet and discuss. Site inspections ongoing termly. Risk assessments for school to be updated annually. Individual risk assessments as and when. Focus group to meet as per time frame of Equality Scheme.	Improved awareness of accessibility issues and potential barriers to learning. Identified key issues are addressed and regularly assessed for impact/success.
<b>MEDIUM TERM</b>	Training for staff members working with children with disabilities	<ul style="list-style-type: none"> <li>• Audit of experience of current staff members and potential needs</li> <li>• Staff meetings to develop understanding of the differing needs of children with disabilities</li> <li>• Training for staff on moving and handling (if there are staff who have not had this training and need it)</li> <li>• Using external advice and support where necessary to ensure staff understand issues for individuals</li> </ul>	Teachers understand the range of requirements of disabled children, both within our school currently and not currently so, and are able to support these children confidently and effectively.	Summer audit of staff experience and knowledge. Autumn onwards – staff meetings and training.	Improved confidence and competence of staff leads to improved access to the curriculum for disabled pupils.
	Managing and modifying the	<ul style="list-style-type: none"> <li>• Need for support identified</li> <li>• Support from outside agencies to enable teachers and support</li> </ul>	All staff working with children with disabilities have the	Some elements of outside support may already be in place.	Improved confidence and competence of staff leads to improved

	curriculum to remove barriers to learning	<p>staff to plan appropriately for children with disabilities</p> <ul style="list-style-type: none"> <li>• Stakeholder views on the Inclusion and Equality Policies sought</li> <li>• Policies reviewed and rewritten, taking into account stakeholder views</li> </ul>	support to do so with effectiveness. School policies reflect good practise and take account of stakeholder views where relevant and appropriate.	Other aspects may follow from audit (above) in Summer 2016. Stakeholder views to be sought Autumn 2016. Policies updated Spring 2017 (unless this does not fall within the policy update cycle).	access to the curriculum for disabled pupils. The school takes account of the needs of disabled pupils and other stakeholders in future planning.
<b>LONG TERM</b>	To ensure the school meets statutory duties in providing for children with disabilities	<ul style="list-style-type: none"> <li>• HT and the Governing Body are up to date with current legislation in regard to the education of children with disabilities</li> <li>• Consider how the school would need to modify provision for children with different disabilities</li> <li>• Planned use of funding to take forward any necessary structural change or purchase of resources</li> </ul>	The school is in a position to accommodate people with disabilities with minimum disruption and at short notice	Discussion with HT and GB – Summer Term. Consideration of putting aside some funds as a contingency for changes in the budget	The school can accommodate children, members of the wider community and visitors with disabilities successfully. There is equality in terms of curriculum access for children with disabilities.

#### Progress since previous Accessibility Plan

- 1 to 1 TA support in terms of learning support and support with accessibility issues
- The support of outside agencies on a regular basis
- Ramped access to the school
- The use of a disabled toilet
- Risk assessments in place both in terms of daily activities and particular events, e.g. school trips