1. Accessibility Policy and Plan – Legal Requirements

- The Accessibility Policy and Plan are statutory requirements and are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010. It also impinges on the statutory guidance from April 2014 concerning support for pupils in school with medical conditions together with the special educational needs and disabilities (SEND) legislation from September 2014 requiring schools to publish their Local Offer on the school’s website.
- School governors are accountable for ensuring a compliant policy is drawn up on a three year rolling programme of implementation, review and reporting (see Governing Body Work Schedule). The plan is based on what might be reasonably anticipated within the resources available to the school.
- This plan should be read in conjunction with the school’s documentation concerning equalities legislation, management of medical conditions and the SEND Local Offer.
- The plan is published on the website to support and inform parents.

2. Aims of the Policy and Plan

To improve the extent to which everyone, including disabled pupils:
- Can participate in the school curriculum (cross referenced to C in the plan).
- Can access the physical environment so as to take better advantage of educational provision (cross referenced to E in the plan).
- Can access and act on information (cross referenced to I in the plan).

3. Our Rationale

- We are committed to providing an accessible environment and curriculum which values and includes all pupils, staff, parents and visitors, regardless of their individual needs.
- We are committed to challenging negative attitudes about disability and accessibility.
- We are committed to continually developing a culture of awareness, tolerance and inclusion.
- We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination.

4. Lead Responsibility

- Governors
- Head teacher and SENDCo
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Code</th>
<th>What/How</th>
<th>Lead</th>
<th>Resources</th>
<th>Evidence</th>
<th>Timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td>To continue to ensure the teachers plan the deployment of support in the classroom with a clear rationale for achieving outcomes for children</td>
<td>C, E</td>
<td>To plan and deliver intervention programmes and/or whole class teaching</td>
<td>AHT</td>
<td>Spelling Buddies, Numicon, Precision Teaching, Rapid Reading, Pre-tutoring, Language &amp; Literacy Programmes</td>
<td>Learning is clearly differentiated – evidenced through learning walks, pupil voice, book scrutiny</td>
<td>Ongoing</td>
</tr>
<tr>
<td>To continue to ensure the teachers plan the deployment of support in the classroom with a clear rationale for achieving outcomes for children</td>
<td>C, E</td>
<td>Staff to support vulnerable learners across year groups, eg: SEND, EAL, PP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To continue to develop staff CPD through training and performance appraisals in order to make the best possible provision for the children</td>
<td>C, I</td>
<td>To provide CPD to highly skill staff</td>
<td>SLT</td>
<td>Costs TBC</td>
<td>Staff are skilled in order to provide high quality interventions for children</td>
<td>Ongoing</td>
</tr>
<tr>
<td>To continue to develop staff CPD through training and performance appraisals in order to make the best possible provision for the children</td>
<td>C, I</td>
<td>To provide specialised resources to support vulnerable learners, eg: SEND, EAL, PP, LAC</td>
<td>SLT</td>
<td>Coloured paper, Coloured overlays, Writing boards, Specific programmes related to need</td>
<td>Resources in use</td>
<td>Ongoing</td>
</tr>
<tr>
<td>To continue to purchase and provide resources for vulnerable learners, ensuring outcomes are achieved</td>
<td>C, E</td>
<td>To provide specialised resources to support vulnerable learners, eg: SEND, EAL, PP, LAC</td>
<td>SLT</td>
<td>Coloured paper, Coloured overlays, Writing boards, Specific programmes related to need</td>
<td>Resources in use</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Opportunities are provided for children to record their work in a variety of ways</td>
<td>C, E</td>
<td>Children to have access to a number of resources to record their learning.</td>
<td>SENDCo</td>
<td>iPads, Talking Tins, Video recorders, Task boards, Word mats, Outdoor learning</td>
<td>Learning is clearly differentiated – evidenced through learning walks, pupil voice, book scrutiny</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Opportunities are provided for children to record their work in a variety of ways</td>
<td>C, E</td>
<td>Staff to provide tools to support each child’s learning needs.</td>
<td>SLT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All data is recorded and analysed in a regular and systematic way and used to inform and plan</td>
<td>C, I</td>
<td>Track and evaluate pupil progress (groups and individuals)</td>
<td>SENDCo</td>
<td>Pupil Progress Meetings – half termly, ITP’s updated at least once termly</td>
<td>Pupil Progress Meeting Records</td>
<td>Termly</td>
</tr>
<tr>
<td>All data is recorded and analysed in a regular and systematic way and used to inform and plan</td>
<td>C, I</td>
<td>Identify all children’s barriers to learning – assess, measure impact, adapt intervention accordingly</td>
<td>SLT</td>
<td></td>
<td>SEND Audit, Paperwork, Planning meetings with EP, PSS, CAT, Parental Feedback</td>
<td>Termly</td>
</tr>
<tr>
<td>All data is recorded and analysed in a regular and systematic way and used to inform and plan</td>
<td>C, I</td>
<td>Targets are made accessible for parents through informal conversations and formal parents evenings</td>
<td>Class teachers</td>
<td></td>
<td></td>
<td>Termly</td>
</tr>
</tbody>
</table>
| Limited progress identified by the analysis of information and is acted upon quickly and effectively | C, I | Assessment tools to find starting points  
Use of Continuums to support planning  
Deliver quality first teaching to teach and challenge  
Review outcomes, measure progress, ask challenging questions and set new targets | SENDCo  
Class teachers  
PSS  
EP  
CAT | PSS Continuums  
Rising Stars Assessment tests | Children accessing their learning in the right environment – 1:1, small group, whole class  
Planning meetings with EP, PSS, CAT | Termly  
Ongoing |
| Barriers for vulnerable groups are discussed collectively and strategies are developed to overcome them | C, E, I | Ensure CPD is aimed at needs of teachers and children so they are highly skilled  
Provide equipped resources to ensure classrooms are ready for learning  
Children to take own responsibility for own learning and challenges | SENCo  
Class teachers  
PSS  
EP  
CAT | Classroom Monitor  
External agencies | Highly skilled staff to be effective with vulnerable groups  
Children engaged in learning – raising achievement for all  
Staff feedback and learning walks | Ongoing |
| Children are involved in a wide range of decision-making processes that affect their lives, with increasing involvement as they age and mature | C, E, I | Children involved in target setting, planning of learning, self/peer assessment  
Build knowledge, skills and understanding through a rigorous creative curriculum  
High aspiration for all – personal learning goals | SLT  
Subject leaders | iPad | School council  
Photographic evidence  
Marking in books  
Books scrutiny | Ongoing |
<p>| To continue to develop and improve links with all parents | C, E, I | Continue to encourage and develop parental involvement and consultation through drop-in sessions, parents evenings, newsletters, development of the website – look at providing our EAL families with these in home languages | SLT | Costs TBC | Parents feel more involved in the school and are able to access advice and information for themselves, as well as for their children | Ongoing |</p>
<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
<th>Actions to be taken</th>
<th>Person Responsible</th>
<th>Date to complete actions by</th>
</tr>
</thead>
</table>
| Ensure all areas of school building and grounds are accessible for all children and adults | To improve the access of the physical environment for all. | Short term  
Carry out an inclusion walk with small group of identified parents/governors  
Medium term  
Build in identified areas/works into the schools building plan.  
Long term  
Monitor works against building plan with Finance committee of GB. | HT/Site Manager/GB | April 18 onwards |
| Seating arrangements | Children with hearing or visual impairments are seated in appropriate positions within the room  
Resources are provided for those who may find sitting still for periods of time challenging | Staff to continue to be aware of the children within classes who this may affect  
Continue to review children’s needs | Class teachers  
SENDCo | Ongoing |
| Outdoor areas | Playground in use for PE, playtimes and lunchtimes and other cross curricular activities  
Forest school area in use by all classes – access currently via steps  
Allotments in regular daily use and accessible for all | Continue to promote the use of outdoor spaces as an integral part of the curriculum to enrich pupils experiences  
Look at alternate access to forest school area | All school staff  
SLT  
Site manager | Ongoing  
Summer 2020 |
| Corridor access | All corridors are accessible for wheelchairs and wide enough for manoeuvre | Corridors to be tidy and free from obstructions | All school staff | Autumn 2017  
Ongoing |
<p>| Displays | Displays will be accessible to the full range of learners. 3D displays are easily accessible to people standing and sitting in a wheelchair. | Continue to ensure displays are accessible for all | All school staff | Ongoing |</p>
<table>
<thead>
<tr>
<th>Doors</th>
<th>Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door</th>
<th>Accessible for all</th>
<th>Site manager SLT</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency escape routes</td>
<td>Labels clearly displayed throughout the school</td>
<td>Continue to ensure signs are maintained</td>
<td>Site manager SLT</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
| Emergency escape routes | Escape routes from the front of school, the Year 2 classroom and 1 exit at the back of school are via ramps.  
Currently from the Reception and Year 1 classrooms the exits are steps | Look at replacing step exits from Reception and Year 1 classrooms with ramps | Site manager SLT | Summer 2019 |
| Stairs and steps | All stairs and steps to have clearly defined surface to the edge so that the edge is clearly visible.  
Access to upper level rooms via stairs. | Paint step edges where required.  
To investigate the feasibility of having a stair lift or lift for disabled staff/pupils/visitors installed. | Site Manager Site manager | Ongoing Summer 2019 |