

Pool House Community Primary School - Accessibility Plan

As per Government legislation and the amended SEN Disability Act 2001, schools are required to produce an Accessibility Plan.

Improving access to education by disabled pupils has for several years formed an important element of the Government's policy aimed at ensuring equality of opportunity so that, whenever possible disabled pupils have the same opportunities as their able bodied peers.

There are three main strands to the school plan:

- **Access to the physical environment** which includes improved access to and within the school environment and the provision of physical aids.
- **Access to the curriculum** which covers not only the teaching and learning but the wider curriculum such as extra curricular activities e.g. clubs, leisure, sport and cultural visits.
- **Access to written information** - information provided in alternative formats.

If a school is to operate within an inclusive framework then certain principles must be adopted:

- A change in culture, policies and practices within schools, LEAs and other services.
- A need to offer training and support to all staff
- Consideration of the views of both parents and pupils
- The removal of barriers to learning and participation

- Access to appropriate education in order to ensure optimum achievement for all children - realisation of potential.

Improving the Physical Access of a School

This involves improvements to the physical environment so that accessibility is not a barrier preventing pupils (and others e.g. parents) from attending school. This might include the fitting of ramps and handrails, widening doorways and creating accessible toilets and changing facilities.

Physical aids to education include ICT equipment, concept keyboards, specialist desks and chairs etc. It may also mean rearranging room space, walkways, the layout of rooms, reallocation of rooms and improving acoustic and visual environment.

The access audit identifies areas for improvement. It is recognised that the cost of some modifications puts them beyond what is considered 'reasonable'.

Improving Access to the Curriculum

This involves encouraging curriculum areas to develop policies which reflect inclusive practice, enables **all** pupils to access the curriculum and extra curricular activities at an age appropriate, ability matched level, ensuring secure training for staff to this end.

Schools should endeavour to foster a whole school approach in that access to curriculum areas should be given equal weighting to all pupils. A strategic approach should be adopted. An important element is the provision of appropriate training for all staff, teaching and non teaching and the development of adequate resources.

Improving Access to Information

Written information provided by schools must take account of pupils' disabilities, pupils' and parents' preferred formats and made available within a reasonable time frame and needs to take account of the 'Accessible Information Guide' (2000) published by the Disability Rights Commission and the County Council.

Schools should attempt to prepare written material in alternative formats. This may require a school to liaise with statutory and voluntary agencies which may be able to assist.

Accessibility plan to January 2017

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Physical Access	Requirements of the Disability Discrimination Act 2005 are adhered to.	All ground floor areas of school both internal and external are accessible by disabled and wheelchair users.	Ramped car parking space. Disabled bell and ramped access to front door. Disabled toilet with emergency pull switch. New light switches at wheelchair height. External paths all laid for wheelchair use. Audio loop system available for deaf impaired. Guide dog friendly for sight impaired.	Review January 2020	
Emergency Access	All children and adults to be able to evacuate the building safely in an emergency	Fire escape plans and routines to be practiced and reviewed if necessary.	Plans and routines rewritten if alternatives are more appropriate.	Review January 2020	
	Disabled children and/or adults to be able to	Disabled children and/or adults have a named or	Disabled children and/or adults will be evacuated	Review January 2020	

	evacuate the building safely in a fire emergency	nominated adult to accompany them from the building.	from the building in good time.		
--	--------------------------------------------------	------------------------------------------------------	---------------------------------	--	--

Curriculum Access	All children in EYFS, KS1 and KS2 have access to a broad, balanced and relevant curriculum.	Range of activities and experiences taught throughout school.	All children have access to appropriate curriculum matched to need	Review September 2020	
	All students have a differentiated curriculum that meets their individual needs.	Following the SEN Policy- children identified as having additional needs either long term or short term have an IEP that details children's individual needs and how these will be met, including differentiation across the curriculum	Lesson observations reports teaching matched to individual needs. The percentage of good or better teaching is increased.	Review September 2020	
	Students' access to the curriculum is increased because they attend school more regularly.	More positive school culture, enjoyable exciting teaching. Improved links with parents in relation to attendance. Liaison with LA attendance consultant for poor attenders and fast track to prosecution where necessary.	Attendance data to remain stable with improvements where possible.	Review January 2020	

	Children's access to the curriculum is increased because there are minimal exclusions	Individual learning programmes and differentiation are supported by Social Groups, Learning Mentor, LEIS, Learning Support and outside agencies.	No permanent exclusions, limited short term/fixed term exclusions.	Review January 2020	
	Students' access to the curriculum is increased through personalisation and differentiation	All staff are aware of different learning styles and plan and deliver for this in the classroom.	This is monitored through regular observations of lessons both formal and informal.	Review January 2020	
Access to information	Availability of written material in alternative formats	The school is aware of the services available through the LA for converting written information into alternative formats. Staff in school are aware of parents/carers access needs and will provide support when needed.	The school can provide written information in alternative formats.	Review January 2020	
	The written information provided to parents/carers is accessible and read. Information is provided through a range of media including letters, texts, phone calls, facebook and	Current information and invitations sent to all parents is reviewed to judge the language, style, format, and accessibility.	Information is read. Parents/carers feel that school is an approachable supportive institution.	Review January 2020	

	website.				
--	----------	--	--	--	--