

St Thomas' CE Primary School

Accessibility Plan 2017

The Purpose of this Plan

This plan shows how St Thomas' CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Contextual Information

Our school maintains an important role in the community. Fortunately the building is mostly on one level with only the hall and computing suite on the upper floor which is accessed by a lift. At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities

The school has children with a range of disabilities including moderate and specific learning disabilities and some with more complex medical conditions. We have a very small number of pupils and parents who have a visual or hearing impairment

Areas of planning responsibilities

1. *Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)*
2. *Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)*
3. *Improving the delivery of written information to disabled pupils*

1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and		SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness	As required	Class teachers	All pupils in school able to access all educational visits and take part in a range of activities

2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required. Be aware of staff, governors and parent's access needs and meet as appropriate. Consider access needs during recruitment process.	As required Induction and on-going if required	SENCO	IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met. Parents have full access to all school activities Access issues do not influence recruitment and retention issues.
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors.	As required	Head/ Governors/ Site manager/ School Surveyor	Access for all
Ensure access to reception area for all.	n/a		Head teacher	Disabled parents/carers/ visitors feel welcome
Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils. Training on use of EVAC chair.	As required	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Seek support from LA, HI and VI advisory teachers	On-going	LA HI and VI advisory teachers in conjunction with SENCO	All children have access to the appropriate environment

3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and	During induction	School Office IT technician	All parents receive information in a format that they can access. All parents understand what are the headlines of the

	complete school forms.			school information.
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils/parents with a visual impairment.	As required	Office	Excellent communication. On-going appropriate use of resources
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible.	As required	SENCO	Pupils and/or parents feel supported and included