



IGNITING IMAGINATION ENHANCING LEARNING

Accessibility Plan

Date Adopted: July 2018
Frequency of Review: Three Yearly
Next Review Date: July 2021

Signed _____
on behalf of the Governing Body

ACCESSIBILITY PLAN

Countess Gytha Primary School

1. Our Accessibility Plan has been written based upon information from the Local Authority and in liaison with pupils, parents, staff and governors of the school.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The school plans, over time, will increase the accessibility of provision for all pupils, staff and their visitors to the school. The Accessibility Plan will contain relevant actions to
 - Improve the physical environment of the school to increase access for disabled pupils;
 - Increase access to the curriculum for disabled pupils;
 - Improve the delivery of written information to pupils, staff parents and visitors with disabilities by providing information in a range of different ways.
4. The Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed.
5. We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.
6. The Accessibility Plan complements and supports our:
 - *Special educational needs and disability policy and related SEN information report;*
 - *policy for Supporting pupils at school with medical conditions;* and our
 - Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Behaviour Policy
 - School Improvement Plan
7. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.
8. The school will work in partnership with the Local education authority in developing and implementing this Accessibility Plan and will adopt in principle the Somerset Accessibility Strategy for Access to Learning.

ACCESSIBILITY PLAN - 2018-2020
Improving the Curriculum Access Countess Gytha Primary School

| <u>Target</u> | <u>Strategy</u> | <u>Outcome</u> | <u>Timeframe</u> | <u>Achievement</u> |
|---|---|--|---|---|
| Training for teachers on differentiating the curriculum 2014 | Undertake an audit of staff training requirements (including support staff) Staff meeting to provide training. New IEP format | All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Training provided to meet needs. | 2018 ongoing Autumn 2018 | Increase access to the National Curriculum |
| All out-of-school activities need to plan in advance to ensure that all pupils with a disability are able to take part. | Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc. Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements. | All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. | 2018 ongoing | <ul style="list-style-type: none"> • No out of school activities are planned without consideration of how pupils with a disability will be included; • Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events • Pupils and their families feel included in out-of-school activities. |
| To enable access for all types of disabilities. | Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. | Teachers are aware of the relevant issues and can ensure that tis group has equality access to life- preparation to learning. The use of other professional's partners has been made available. | 2018 ongoing | Staff are aware of pupils and make available appropriate the appropriate learning environment within the class. |

| <u>Target</u> | <u>Strategy</u> | <u>Outcome</u> | <u>Timeframe</u> | <u>Achievement</u> |
|---|--|--|-------------------------|--|
| Classrooms are optimally organised to promote the participation and independence of all pupils. | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. | Adjustments are made to accommodate the needs of individual pupils. | 2018 ongoing | Increase in access to the National Curriculum. |
| Improved access to hall for hearing impaired pupils and parents. | Seek Advice from County Hearing Disability service with regard to fitting a hearing loop in the hall. Make greater use of visual timetables within the school. | Performances, presentations, assemblies, P.E and Music activities etc. held in the hall will be more accessible to pupils and parents with hearing disabilities. | As required | Greater access to the National Curriculum and a range of activities in the hall. |
| Training for Awareness Raising of Disability Issues | Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of the school. | Whole school community aware of issues relating to Access. Ensure that access and safety issues are reviewed as children with physical difficulties transfer classes. | As required | Community will benefit by a more inclusive school and social environment. |
| Ensure that all staff have an awareness of choking, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such pupils. | Whole school staff (including support staff) awareness training provided by local specialist nurse Online training modules undertaken by all staff Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. P.I.M's team. Pupils with choking risk will be provided with an Individual Healthcare Plan in line with supporting pupils at school with medical conditions. | Whole school awareness and training provided to meet needs of child. | 2018 ongoing | <ul style="list-style-type: none"> • Pupils and their families feel supported and their needs understood; • Pupils with choking risk have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs; • Pupils with a choking risk continue to achieve in line with their ability; • Teachers and support staff are confident in meeting the needs of pupils with risk of choking and know how to support them, including in an emergency. |

ACCESSIBILITY PLAN - 2018-2020
Improving the Physical Environment at Countess Gytha Primary School

An Access Audit is carried out by Head teacher/Governor/Site Manager and H and S Consultant at regular intervals resulting in a number of recommendations.

| Item | Activity/Location | Timescale | Cost |
|-------------------------------------|--|----------------------------|--------------------------------|
| Provision of induction loops. | Hall/Reception | As required when necessary | As quoted. |
| Shelter provided in the playground. | Playground requires shelter in order for pupils to be able to play out in the summer months. | ongoing | As quoted and grant completed. |

ACCESSIBILITY PLAN - 2018-2020

Improving the Delivery of Written Information at Countess Gytha Primary School

| Target | Strategy | Outcome | Timeframe | Achievement |
|---|--|--|------------------|---|
| Availability of written material in alternative formats. | The school will make itself aware of the services available through the LEA and other providers for converting written information into alternative formats. Work alongside ALP on universal strategies. | The school will be able to provide written information in different formats when required for individual purposes. | 2018 ongoing | Delivery of information to disabled pupils. |
| Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested. | Review all current school publications and promote the availability in different formats when specifically requested | All school information available for all who request it. | 2018 ongoing | Delivery of school information to parents and the local community improved. |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment | Get advice from HVSS on alternative formats and use of IT software to produce customized materials. | All school information available for all who request it | 2018 ongoing | Delivery of school information to pupils and parents with visual difficulties improved. |
| Enable parents and other users to view information by easier means. | Populate school website with relevant and timely information. | School information conveyed in pictorial and written form. | 2018 ongoing | Attractive and easy to navigate the school's website. |