

Appendix A - Accessibility Plan

This plan will ensure we deliver the changes required by any member of St. Anne's CE Primary School community with a disability,

Taking steps to meet disabled peoples' needs – Information Gathering and Implementation of DES. St. Anne's CE Primary school is committed to ensure that pupils with a disability are treated as favourably as those without a disability, this will be through reviewing and where appropriate updating the policies for Behaviour, Anti Bullying, Equality, SEND, PHSE and Teaching and Learning to consider the needs of those with a disability and therefore the needs of those with a disability are considered in everything the school does. The Inclusion committee will monitor and review policies and matters relating to disabilities and SEN on a termly basis. SLT/SENCo should have an agenda item at each meeting to check that the actions in this plan are being progressed.

In order to ensure this, the following actions have been identified:

Target	Strategies and examples	Time frame and responsibility	Outcome
To ensure that all members of the school community are aware of the disability access plan and are able to make contributions going forward	The Disability Equality Scheme and Accessibility Plan will be available on the web site and in any other requested format. The school newsletter and website will be used to encourage everyone to access the plan.	Checked every September. School business manager/senior administrative assistant	The disability equality scheme and accessibility plan is used by the whole school community.
	Inset time will be used to make all staff members aware of the existence of this plan and to provide training to staff in dealing with children with a disability	Ongoing according to need by SENCo	
	Review School starter 'pack' information to include DES information. Ensure Head teacher welcome speech references DES.	Head teacher-annually	
	At a full governor's meeting, an agenda item will be included to make them aware of this DES and report on progress with regard to implementing this plan.	Second FGB of year- SEND Governor	

To ensure that the school management is aware of any issues faced by disabled pupils/parents and members of the community	Review attainment and achievement data	Every November, March and June by Head teacher and SLT and reported back to governing body	Children with a disability 'enjoy and achieve' at school and their achievement and attendance is in line with age related expectations.
	Review attendance data, exclusion data.	Every finance and resources committee and inclusion committee in terms 2,4 and 6	
	Scrutinise pupil attitude surveys and behaviour and bullying records to identify areas where those with disabilities are disadvantaged.	Pupil survey completed in February each year but records will be continuously monitored by the Head teacher	
	Senior leaders will meet members of the school community to discuss issues faced by people with disabilities.	Annually a member of SLT will invite users of the school environment to give their views and advice.	
To ensure that individuals with a disability are given appropriate levels of support.	We will offer pupils with a disability mentoring sessions; to allow them to explain the difficulties they experience within school life and to help them overcome these.	Ongoing by all staff overseen by SENCo	All members of the school community are supported.
	Staff will seek feedback from parents as to any changes required by St. Anne's CE Primary School to better support members of the family with a disability. St. Anne's will incorporate a question in the annual parental survey to measure how well parents feels that disability issues are dealt with at St. Anne's.	At all parents evenings/events and through questionnaires. The whole staff body have responsibility for this. Overseen by SENCo.	
	During reviews, staff members with a disability will be made aware of this plan and encouraged to raise issues and make recommendations for improvements in school life.	At performance management by Head teacher	

Improving access to the curriculum and other school information

Target	Strategies and examples	Time frame and responsibility	Outcome
To review, plan and implement the steps needed to make the curriculum and extra-curricular activities accessible to all pupils	Review whether our current curriculum plans are inclusive for all pupils by updating curriculum policies including a section about disability access and make changes where appropriate.	Subject leaders bi-annually	Delivery of personalised learning
	Look at how extra curriculum activities will be made inclusive for all pupils and make adaptations when necessary.	Staff running the club if an internal club Governors/Head teacher if an external letting	
To provide information to pupils and parents in an appropriate format.	The school will make use of the expertise provided by the LA and other experts to provide information in an appropriate format for those with disabilities	Ongoing to meet needs Head teacher and school business manager/senior administrator	Information is available to all irrespective of their disability

Ensuring the whole school is able to meet the needs of individuals with a disability

Target	Strategies	Timeframe and responsibility	Outcome
All staff should understand the needs of individuals with a disability	Ensure important information is passed onto enable easy move to next year group. This is through meeting times and 'Key Information forms' particularly for the use of supporting staff. These forms should be held centrally in SIMs	SENCo at key transfer dates.	All members of staff should be aware of the needs of individual children who they teach and supervise.
	Important medical information will be displayed in the staff room	SENCo updated each academic year or as the need arises.	
To ensure that all pupils consider the needs of individuals with a disability	Review and update the PSHE curriculum to promote disability equality.	PSHE coordinator and SENCo bi-annually	St. Anne's promotes a positive attitude to disability and eliminates discrimination and harassment within the school community.
	Incorporate 'disability' and valuing diversity into assemblies.	Head teacher and SENCo -ongoing	

Physical Improvements to the environment

Target	Strategies	Timeframe and responsibility	Outcome
To ensure full access to all areas for pupils with a disability.	The school will identify where we have needs to enhance the physical environment for children, staff, parents or governors through the use of the equality audit tool, the health and safety report and feedback from the school community	Inclusion committee annually and fed back to the relevant committee	A school environment that fulfils the needs of all
	Capital Devolved will be considered to make any improvements to environment as assessed by the need of the school community.		
To optimise the learning environment for children with sensory impairment	To discuss with parents and organisations concerned with these disabilities of simple ways to improve the classroom environment for those with a visual disability.	SENCO as the need arises	A good learning environment for those with visual disabilities. Access the audibly impaired to allow them to improve concentration, learning and enjoyment.
	Investigate an induction loop as required and improve acoustic insulation and resonance.	SENCo as the need arises	
To review the safety of the school grounds and play surfaces to increase safety for all children.	To ensure that the playground considers the needs of the visually impaired and children with other disabilities through the health and safety review.	Five times a year with collaboration between the health and safety governor, SEN governor, Head teacher and SENCo	Accessibility to all areas for all children