



ACCESSIBILITY PLAN - 2015- 2018

The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of an inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- Overcoming potential barriers to learning for individuals and groups of pupils.

Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

a) Improving curriculum access

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

[See checklist on page 30 of DfES Guidance.]

c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

[See checklist on page 30 of DfES Guidance.]

The School will strive to ensure that it is aware of the needs of adults and children and regularly seeks data from parents and staff.

Wilton and Barford CE VC School Accessibility Plan 2015-18

Improving the Curriculum Access				
Target	Strategy	Outcome	Timeframe	Achievement
Revised training for all staff in teaching children with hearing impairment	Hearing Impaired Service to lead training in general understanding of the needs of a HI child.	All staff have clear understanding of the needs of HI children and how to ensure the curriculum is fully accessible.	From January 16	
PDMs on differentiating the new curriculum to support and challenge all learners	PDMs <ul style="list-style-type: none"> • new curriculum • effective differentiation • challenging learners • supporting learners to be independent 	All learners make good progress and gaps begin to close	Sept 15	
Training for staff in the identification of and supporting children with mental health needs	CPD led by EP services ELSA TA support	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	April 2016	
Ensure all SEND children have a 1 page profile and either My Plan or My Support Plan	BD to work with teachers on developing and implement 1 page profiles and My Support plans	SEND pupils needs are identified and accessible to all through a 1 page profile	September 2105	
Further develop a voice for parents of SEND children,	Arrange cluster coffee mornings for parents with FLW	Parents are supported through a network of other parents and are signposted to appropriate support	May 2015	
Ensure that all residential and school trips are accessible to children with SEND	Complete thorough risk assessment Make adaptations where needed	All children are fully included in trips regardless of SEND	April 2015	
Improving the physical environment				
Redecorate original build area	Painting of classrooms and corridors in old build	School environment is warm and welcoming	August 2015	
Improve staffroom facilities	Install new kitchen Re carpet floor	Staff have an environment that helps promote a positive well being	August 2015	
Improve toilet provision for EYFS	Refurbish toilets	Toilets are up to date and hygienic	August 2016	
Provide working space for Teachers	Convert girls KS1 toilets to a work room	Staff are able to work /plan in a specified working space	August 2106	

Improving the Provision of Information				
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	When needed	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	When needed	
Introduce electronic reporting to parents in Foundation Stage	Introduce Tapestry Assessment	Parents will be able to access pupils online Learning Journals	From Sept 15	

Wilton and Barford CE VC School Accessibility Plan 2012-15

Improving the Physical Access at Wilton and Barford CE VC School

An Access Audit was carried out by _____ in _____ and a number of recommendations made:

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
Lighting - external lighting improved	Movement sensor lights fitted to walkway between school exit and car park	Safer access to school	Spring 13	
ASD children have a quiet and ASD friendly place to work	Extend diamond classroom area into corridor	ASD children progress through accessing learning in a way that matches their needs	Spring 13	
Steps - access to top playground is improved through better and safer access to playground	Hand rail on playground steps	Children are able to confidently play with peers.	Autumn 12	
Nappy changing facilities	Convert toilet space to changing area	Children in nappies are changed in an appropriate space	Spring 14	

If a pupil is admitted to the school with a disability, or their parent/carer has a disability, this plan will be adapted to ensure that their needs are met.