



WE ARE OPPORTUNITY
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POLICY DOCUMENT	Accessibility Plan
PROCEDURES DOCUMENT	
STATUTORY FOR ACADEMY SCHOOLS	Statutory
Legislation: Education/Other	Statutory Education
Lead Member of Staff	Tracy
Lead Governors (monitoring)	
Publication /Revision Date	Published January 2008 Modified in line with model policy Revised and updated January 2015
Governor Committee	Operatio nal Resources
Committee Approval Date	
Full Governors Ratification Date	
Review Frequency	3 years
Date of next review	Septemb er 2018
Publication date:	1 August 2012
School Website	
Staff Information folder	
Chair of Governing Body signature	
Purpose	
Supporting documents	

Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
School is aware of the access needs of disabled children.	a) Create access plans for individual disabled children as part of IEP/Learning plan process	Ongoing	SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. Student passport
School staff are better aware of access issues.	a) Provide information and training on disability equality for all staff.	Ongoing	Headteacher/governing body	Raised confidence of staff and governors in commitment to meet access needs.
All building work has considered accessibility guidance.	a) Share accessibility plan with relevant personnel and contractors.	Ongoing	SLT/governing body	On-going improvements in access to all areas when undertaking routine and maintenance works.
Improve access to the reception area	Rearrange furniture so area is wheelchair accessible and put in waiting chairs for visitors Put up clear signs in the reception with symbols, welcome sign in different languages and formats	By Sept 2016 By Nov 2013	Site team Completed Admin Team/ Headteacher	Disabled parents/carers visitors feel more welcome.
Improve signage and external access for visually impaired people	Replace external light bulbs immediately when 'blown'	From September 2014	Site team	Visually impaired people feel safe in the grounds. Access around the site easier for all.
6.Repaint 5 classrooms in colours with suitable	Seek advice Get on appropriate colours	By September	SENCO/Site Team	Colour schemes that support teaching, learning and behaviour.

contrasting woodwork	When classes are painted under Routine and Maintenance, include contrasting colours	2013 From September 2013	Site team/ Contractor	Classes accessible for visually impaired pupils.
Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all children Develop a system to ensure all staff are aware of their responsibilities	By May 2013 By May 2013	SENCO/R2L staff Headteacher/governing body	All disabled children and staff working with them are safe and confident in event of fire.
Review and replace inadequate lighting in all areas	Seek advice on the lighting in all teaching areas from the Sensory Needs Service	By Sept 2017	SENCO	Lighting improved for visually impaired and hearing impaired children currently in school.
Ensure all fire escape routes are suitable for all	Request advice from Capital Health and Safety Adviser on accessibility of exit routes and fire doors	By Sept 2012	SENCO	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.

Improving access to the curriculum

Targets	Actions	Timescale	Responsibilities	Outcomes
Increase confidence of staff in differentiating the curriculum	Undertake audit of staff training needs on curriculum access. Plan training schedule to meet the need of the staff	Ongoing due to staff turnover and arrival of new students	Assistant Headteacher Inclusion	Raised confidence of staff in strategies for differentiation and increased pupil participation.
Ensure TAs have access to specific training on disability issues	Use staff audit to identify LSA Learning Support Assistants' training needs and inform Professional Development process	Ongoing due to staff turnover and arrival of new students	SENCO	Raised confidence of TAs as above.
Ensure all staff are aware of disabled children's curriculum access	Dissemination of information via individual student portraits	Ongoing – regular reviews testing for fitness for purpose	SENCO	All staff aware of individual pupils' access needs. "

Ensure all staff are aware of resources available for specific pupils	Pupil Specific training/information sessions	Ongoing due to staff turnover and arrival of new students	SENCO SENCO	Ensuring all staff are aware of the availability. "
Ensure all school trips and camp are accessible to all	a) Develop guidance for staff on making trips accessible	on-going	Headteacher/EVC	All children in school able to access all school trips and take part in range of activities.
Develop consistent approach to differentiation and alternative recording in school	Continue to model good practice and evolve as needed.	On-going	Assistant Headteacher - Inclusion	All staff confident and consistent in range of differentiation strategies and use of alternative recording.
Involve LSA's in lesson planning and inclusion	Help LSA's to establish subject specific skills Establish joint LSA/ teacher planning opportunities LSA's to be assigned to specific core curriculum areas	From September 2010	SENCO	A team of LSA's with a suite of skills to address the needs of the pupils

Improving access to information

Targets	Actions	Timescale	Responsibilities	Success criteria
Review information to parents/carers to ensure it is accessible	Review all letters home to check reading age/Plain English Produce newsletter in alternative formats e.g. large print, Braille	From Sept 2012 From Sept 2012	Headteacher	All parents getting information in format that they can access e.g. tape, large print, Braille.
Achieve Inclusive Dyslexia Friendly status	Senco to attend 3 half day training sessions from May 2016-September 2016	By June 2017	SENCo	Raising awareness of how to identify and support any student struggling with Dyslexic profile difficulties Staff using a multisensory approach to teaching and learning
Ensure all staff are aware of guidance on accessible formats	Distribute guidance on good practice in accessible formats and Editorial guidelines. Provide guidance to staff on dyslexia and accessible information	By Dec 2012	SENCo	Staff start to produce routine information to children in more accessible ways.
Inclusive discussion of access to information in all annual reviews	Ask parents/carers and children about access to information and preferred formats in all reviews Develop strategies IEPs to meet needs	From Sept 2012 From Sept 2012	SENCo	Staff more aware of pupil's preferred methods of communication.

Produce accessible leaflet and increase support for parents of disabled children	a) Work with parents of disabled children to produce an accessible SEND leaflet for the school. b) Set up a parents' group for	April 2013	SENCO SENCO	Increased confidence of parents of disabled children and those with SEND to support their children's education.
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	training and support c) Routinely distribute information from Supportive Parents		SENCO	
Children become more aware of their own learning styles and access needs	a) Include access to information re: learning needs b) Encourage pupils to express their access needs and explore learning styles	From September 2012	All teachers "	Children able to articulate their access needs and understand their own learning styles.

Accessibility plans are often an added section to the School Improvement Plan. A clear process for monitoring and reviewing the action-plan should be identified.