

Latchford St James CofE Primary School
“the best we can be”



Accessibility Plan
2017 - 2020

Legislation

Equality Act 2010: Schedule 10, Paragraph 3
Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005

Review Frequency

Every three years

Approval

Governing body free to delegate to a committee of the governing body, an individual governor or the headteacher

ACCESSIBILITY PLAN

1. This Accessibility Plan will have regard to Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005, and covers the period from May 2017 to May 2020.
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 will monitor the accessibility/ provision for all pupils, staff and visitors to the school on a regular basis. The following actions will be assessed:
 - Physical environment of the school - adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Curriculum – The curriculum area will be assessed so any pupils with a disability, are equally as prepared for life as are the able-bodied pupils. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum;
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. Attached are action plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.
5. We acknowledge that there is a need for ongoing awareness-raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities and Diversity
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour Management

- School Improvement Plan
 - Asset Management Plan
 - School Mission Statement
 - Teaching and Learning File
7. The Action Plan for physical accessibility relates to the Health and Safety Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.
 8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
 9. The school website will make reference to this Accessibility Plan.
 10. The school's complaints' procedure covers the Accessibility Plan.
 11. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
 12. The plan will be monitored through the Curriculum Committee and the Premises, Health and Safety Committee.
 13. The school will work in partnership with the Local Authority in developing and implementing this plan.
 14. The Plan will be monitored by Ofsted as part of its inspection cycle.

AIM				
INCREASE ACCESS TO THE CURRICULUM FOR PUPILS WITH A DISABILITY				
ACTION	Resource implications	Date to complete actions	Who is responsible	SUCCESS CRITERIA
<ul style="list-style-type: none"> • SENDCo to access specialist ASD training - 'SCERTS' and to cascade to other staff 	£185	July 2018	MF/PS	Children with ASD will have improved active engagements and will experience smoother transitions
<ul style="list-style-type: none"> • Key staff to access a variety of SEND specialist training. 	£200	July 2018	MF/PS	Training will have impacted on the curriculum and children will receive a richer curriculum with increasing opportunities for creativity and creative thinking
<ul style="list-style-type: none"> • All SEND staff to receive training for SALT therapist 	Twilight	Ongoing	PS	Staff will be increasingly knowledgeable about SALT and children will experience improved communications
<ul style="list-style-type: none"> • All SEND staff to visit other SEND settings to observe good practice 	Time/cover	Ongoing	MF/PS	Classroom practice and the offered curriculum will improve further
<ul style="list-style-type: none"> • All classrooms to have and use visual timetables 	Time	Dec 2017	PS	Children will be able to use visual prompts to communicate
<ul style="list-style-type: none"> • Ensure all children with SEND are accessing the Forest School 	N/A	Ongoing	PS/JL	Children will have a widening and multi-sensory experience of the natural world

AIM				
IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT				
ACTION	Resource implications	Date to complete actions	Who is responsible	SUCCESS CRITERIA
<ul style="list-style-type: none"> Continue to monitor the outdoor area in terms of accessibility and challenge 	N/A	Ongoing	MF	Children will have improved outdoor provision
<ul style="list-style-type: none"> Provide quiet area for children who require times of calm 	£100	Dec 2017	MF/PS	Children be quicker to relax from episodes of overstimulation/meltdowns
<ul style="list-style-type: none"> Continue to adapt the environment as appropriate children with disability 	N/A	Ongoing	MF	All children will be able to access all aspect of the environment inside and outside
<ul style="list-style-type: none"> Monitor access in the Forest School for all children with disabilities, specifically the less mobile and make adjustments as they arise 	TBC	Ongoing	MF/KY	All children will be able to access the Forest School on a regular basis

AIM				
IMPROVE THE DELIVERY OF WRITTEN INFORMATION TO PUPILS				
ACTION	Resource implications	Date to complete actions	Who is responsible	SUCCESS CRITERIA
<ul style="list-style-type: none"> • Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested. 	Time	Ongoing	CB/KT	Communications improved for parents
<ul style="list-style-type: none"> • Provide a wide range of books including large bold picture books for VI where necessary; board books for less physically able children 	£200	May 2018	PS/JL	Children accessing and enjoying a range of stimulating books