ACCESSIBILITY PLAN 2015 – 2018

Aim: ***Our aim is to remove all barriers to learning and participation within Thorpe Acre Infant School, for all pupils, staff, parents and the wider community as far as is reasonably practicable within the restrictions of our building, resources and knowledge.***

Improving access for pupils with disabilities is very important at our school. We believe all children have the right to an appropriate and high quality education that enables them to achieve their personal potential. We have a duty not to discriminate against either current or prospective pupils - wherever possible, disabled pupils should have the same opportunities as non-disabled pupils, allowing them access to "any benefit, facility or service" (Equality Act 2010).

This plan strives to facilitate the above principles and sets out the proposals of the Governing Body, including targeting measures designed to alleviate disadvantages, in:

- the way the school provides education - increasing the extent to which disabled pupils can participate in the school curriculum;
- the way it provides pupil access - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- the way information is delivered and shared, both verbally or in writing.

Both Thorpe Acre Infants and Thorpe Acre Junior School are built on challenging, steep sites, with each school containing numerous steps – an environment that is not conducive to pupils with significant physical disabilities. As there are two 'pathway' schools in the local vicinity, the number of pupils with mobility difficulties who attend either school is very low. However, our inclusive ethos promotes equality of opportunity for all and where necessary, reasonable adjustments (possibly through the introduction of auxiliary aids) would be considered for any pupil wishing to attend either or both schools.

Similarly, being a small infant school, the number of pupils with disabilities is low. However, the following plan shows how 'accessibility' will be resourced, implemented, reviewed and revised over the next three years.

ACTION PLAN

- **Increase the extent to which disabled pupils (and those with impairment) can participate in the school curriculum**

Target	Actions	Timescale	Responsibility	Success criteria
Increase confidence and awareness of staff to differentiate the curriculum - Incl implementing personalised strategies and additional aids	Audit of staff needs relative to class/ cohort; opportunities to share good practice; establish SENCo updates and teacher 'surgery' sessions	2015 – '16	HT, SENCo	Clear differentiation in plans; Staff knowledge and skills improved with confidence to meet individual needs
Ensure LSAs have specific training on disability/ impairment issues	Involvement in CPD where needs arise – internally and/ or external as necessary	Ongoing	HT, SENCo	Support staff take active, confident role in supporting pupils with disabilities
Raise awareness across the school of curriculum adjustments for any disabled pupils	Ensure information shared with **all** staff and other agencies	Ongoing	SENCO, Class teachers	Pupils' needs are met throughout the school day. All staff aware of sig. issues
Ensure school visits and trips are accessible for all	EVC provides guidance ensuring trips are accessible; Assess the resource needs of pupils with disabilities	Ongoing; EVC training 2015 – '16	EVC, SENCO and Class-teachers	All pupils able to access trips and visits
Review PE curriculum to ensure accessibility for all	Evaluate current practice; Identify adjustments needed where necessary	Spr '16	PE Co-ord; Sports Apprentice	All pupils can participate in PE with enjoyment and confidence

Review curriculum policies to ensure planning takes a/c of pupils with disabilities	Include reference to pupils with additional needs and disabilities in all policy reviews	Spr 2016 (existing) - ongoing	HT, All staff	Awareness of disability issues in all curriculum areas
Maximise opportunities for disabled pupils to participate in lunchtime and after school clubs	Audit of pupils with SEN and disabilities attending clubs; Consider additional support or resources to improve participation	Ongoing	SENCO, PE lead	Pupils with disabilities feel confident to participate in lunchtime and after school clubs
Develop links with Special School (Ashmount) as part of the Loughborough Learning Alliance, utilising resources as extended provision	Access 'Outreach' support; Investigate opportunities for CPD; access facilities as appropriate (e.g. pool, soft-play rm)	Aut 2015 - ongoing	SENCO, HT	Shared expertise across schools; Source of advice for specific needs; use of facilities/ equipment
Promote disability awareness through assemblies and PHSE curriculum	Invite visitors with disabilities into assemblies. Ensure SEAL curriculum has reference where appropriate to children with additional needs and disabilities	Ongoing	SENCO, HT	Raised awareness for pupils and staff
Develop the use and practice of visual timetables and prompts across the school	Use observations to audit use of visual timetables across the school; Identify where individuals need additional prompts and visual cues to support learning	Aut 15 focus - ongoing	SENCO	Improved use of visual timetables support pupils with specific needs

- **Improve the learning environments (school facilities and grounds) to increase the extent to which disabled pupils can take advantage of education and our associated services**

The school is aware of the access needs of all its pupils, parents/ carers, staff and governors	Survey needs of all stakeholders through review of DES; Consider resources and provision to ensure access to all areas of school including playground, meetings, assemblies etc	Sum 2016	Govs, HT	All stakeholders confident their needs are met and appropriate resources or equipment provided
Ensure access to school for all	Awareness and provision of alternative access to the hall; Consider improved signage (see 'presentation of info' below)	Aut 2016	Govs, HT	All stakeholders feel welcome and included
Ensure all disabled pupils and staff can be evacuated safely	Review fire drill and evacuation procedures. Ensure PSP in place for pupils/staff where needed	Ongoing – review Spring [b] 2016	SENCO, HT, All staff	Fire practices ensure needs of pupils and staff are fully met
Ensure accessibility to ICT equipment and resources	Consider alternative to 'suite' provision or additional/ more portable ICT resources where needed	Ongoing	ICT co-ord, HT	Hardware meets needs of all pupils
Provide a quiet/withdrawal area for pupils with additional considerations (e.g. SALT), disabilities and other pupils with BESD	Proposal for internal refurbishment/ restructure – room created within IT suite area (originally a classroom)	Sum 2015	HT	A multi-function/ purpose space to offer enhanced provision and support for pupils

- **Improving the delivery and presentation of information for all pupils and their families/ carers**

Review how information is sent to parents/carers	Develop dyslexia friendly format (i.e. coloured background, font used); Ask parents about access needs when child admitted to school – 'new starter' form introduced; Consult LA for guidance if alternative formats needed	2015 – '16	HT, SENCO Office staff	All parents can access information
Ensure all staff are aware of guidance on accessible formats	Review current publications and promote availability in different formats for those that require it (eg. larger text etc) Consider suitability and format of homework tasks for pupils with disabilities/ impairments	Ongoing	HT, SENCO Office staff	Staff communicate frequently with parents/pupils to ensure information is being accessed
Improve signs and notices around the school	Improve signage and noticeboards internally and externally	Sum 2016	HT, Govs	Signs and notices clear and helpful to all

NOTE: 'Timescales' – apart from those elements of the plan that are considered to be ongoing, other timings represent annual periods of review and focus development that will be amended yearly between 2015 – '18 (i.e. the length of the plan)

Thorpe Acre Infant School