



Accessibility Plan April 2015

1. This Accessibility Plan has been drawn up in consultation with the parents, staff and covers the period from **April 2015 to April 2018**
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. Old Leake Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **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.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. 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, visual 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.
5. Attached is an Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis. A new plan will be drawn up every three years.
6. 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.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equality and Diversity scheme (incorporating gender, race equality, disability equality and actions to support and promote community cohesion)
 - Health & Safety
 - Special Needs Policy
 - Behaviour
 - School Improvement Plan
 - School Prospectus

8. It may not be feasible to undertake some of the works in The Action Plan for physical accessibility during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An access audit will need to be carried out prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

9. The School Prospectus will make reference to this Accessibility Plan..

10. The Plan will be monitored through the Governing Body

11. The Plan will be monitored by Ofsted as part of their inspection cycle.

Old Leake Primary and Nursery School has an Equality and disability Scheme.

DATE: April 2015

Accessibility Action Plan 2015

Action	Who?	By when?	Cost	Ongoing review monitoring	Evaluation – impact / judgement
<p>INFORMATION SHARING Parents are informed of any worries or concerns regarding progress relating to their child at parents eve.</p> <p>Ensure all policies consider the implications of disability access to the curriculum.</p> <p>Provide information in clear print in newsletters etc. for parents, visitors and staff.</p> <p>The school will support and help parents to access information and help to complete forms if needed.</p>	<p>Class teacher/ SENCO</p> <p>Governors</p> <p>Class teachers/ Admin Staff</p> <p>Office staff, and SENCO</p>	<p>Termly</p> <p>Ongoing</p> <p>On going</p> <p>Ongoing</p>	<p>nil</p>	<p>SENCO</p> <p>Governors</p> <p>HT</p> <p>HT</p>	<p>Parent’s views are taken into account. Children attend appointments with out side agencies if appropriate. Children make progress in their learning.</p> <p>All pupils have access to all aspects of school life.</p> <p>Parents with disabilities are as well informed as parents without disabilities.</p> <p>The school will be able to provide written information in different formats when required for individual purposes</p>

<p>ACCESS TO CURRICULUM</p> <p>Reflect identified areas of need in lesson planning and delivery.</p> <ul style="list-style-type: none"> ▪ Incorporate Quality First Teaching into all planning. ▪ On-going programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties. 	<p>. All teaching staff</p>	<p>On-going</p>	<p>nil</p>	<p>SLT</p>	<p>Improved access to curriculum for all pupils.</p>
<p>ACCESS TO CURRICULUM</p> <p>Prioritise student participation in school activities.</p> <p>Promote student awareness of the rights of the child, especially Article 23: Children should have special care & support if they need it.</p>	<p>All teaching staff</p>	<p>On-going</p>	<p>nil</p>	<p>SLT Senco PPC</p>	<p>Increased participation in school life for students with disabilities.</p>

<ul style="list-style-type: none"> ▪ Ensure student activities are accessible to all students. 					
<p>SCHOOL BUILDINGS</p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p> <ul style="list-style-type: none"> ▪ Accessibility & clarity of signs around school. ▪ Awareness of independent access. ▪ Clear identification of room functions 	Head and Caretaker	On-going	£100	HT Governors	Access to school buildings and site improved.
<p>CLASSROOMS</p> <p>Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs & actions for future improvements.</p> <ul style="list-style-type: none"> ▪ Plan classrooms in 	All teaching staff SLT	On-going	£500	HT	Appropriate use of resources for diverse needs of pupils with disabilities.

<p>accordance with pupil need.</p> <ul style="list-style-type: none">▪ Organise resources within classrooms to reflect student need.▪ Incorporate accessibility into any proposed structural alternatives.▪ Provide quiet areas within the school.▪ Think beyond the ramp. Look at accessibility in all areas of school life.					
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