

ST NEOT PRIMARY SCHOOL ACCESSIBILITY PLAN

Improving Access to the Curriculum

Accessibility Plan

An accessibility plan must show how school access is provided for pupils, staff and visitors with disabilities. It must anticipate the need to make reasonable adjustments where ever practicable.

Purpose of Plan

The purpose of this plan is to show how our educational setting provides accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To ensure pupils with a disability have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - 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
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Target	Action	Timescale	Responsibility	Success criteria
Develop range of learning resources that are accessible for students with different disabilities	Advice from outside agencies	Ongoing	SENCo/Headteacher	Sufficient and suitable resources are available
Teachers develop their knowledge of different teaching and learning styles. Identify suitable professional development opportunities	Advice from outside agencies	Ongoing	SENCO/Headteacher	CPD ensures practices are current. Higher attainment for students with SEN/disabilities
Disability Equality issues are incorporated into PSHE curriculum	Review PSHE Curriculum	Ongoing	SENCo/Headteacher	Students have greater understanding of disability issues
Ensure support staff have specific training on disability issues	Identify training at regular meetings	Ongoing	SENCo/Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Share information with all agencies involved with each child via IEPs	As needed	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Oncoming	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. TA will assist 1:1 or when necessary
Review curriculum areas and planning to include disability issues	St Neot School adheres to the Equality Act 2010	As required	SENCO & Headteacher	Introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with After School Club staff, and people running other clubs after school. Support would have to be available – especially after school	As required	SENCO	Disabled children feel able to participate equally in out of school activities.

Improving Access to the Physical Environment

Target	Action	Timescale	Responsibility	Success criteria
To be aware of the access needs of disabled children, staff, governors and parents /carers	a) to create access plans for individual disabled children as part of the IEP process.	As required	SENCO / class teacher	IEP's to be put in place for disabled pupils, and all staff are aware of pupils' needs where needed.

Ensure the school staff & governors are aware of access issues	b) to ensure staff and governors can access areas of school used for meetings	Ongoing process	Headteacher	All staff & governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Pupils and adults have full access to all areas of school.
	c) Discussion with parents/carers through IEPs to address access issues	Ongoing	Headteacher	
			Headteacher / H&S committee	
Maintain safe access for disabled people	Check condition of yellow paint on step edges annually Check exterior lighting is working on a regular basis Put padding on pillars	Ongoing checks	Site Supervisor / Health & Safety Committee SENCO/Site Supervisor	Disabled people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year.
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation	As required	SENCO Headteacher to remind staff	All disabled pupils and staff working with them are safe in the event of an emergency. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

Improving Access to Information

Target	Action	Timescale	Responsibility	Success criteria
Make information more accessible to pupils and parents via the website	Incorporate website links	Ongoing	Admin	Information is freely available
Signage around school to be in other languages/braille	Plans for a welcome sign in reception	As required	Headteacher / SENCO	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages	As required	SENCO / Headteacher SENCO/Headteacher	Staff more aware of preferred methods of communication, and parents feel included.