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**Accessibility Plan**

January 2017 – December 2018

**Norton Canes Primary Academy**

**Accessibility Plan January 2017- December 2018**

This plan links with our **Equality Policy** and outlines the school’s targets to improve **Curriculum Access, Delivery of Written Information** and **Physical Access.** It has been created in consultation with stakeholders, (see summary of parent, governor and staff views).

**Achievements April 2015- December 2016: In response to need**

Gates/ Railings outside school to improve safety.

Provision of ICT and other resources for 2 VI pupils- e.g. Individual screens.

Provision of temporary ramps in corridors as needed.

Security lock added to inner door to allow main door to be opened up at busy times.

Pupil Support Manager supporting children with emotional and mental health needs.

SEND staff training programme- Speech and Language April and Sept 2016, Autism Awareness April 2016, HOPE Mental Health Training Autumn 2016, individual training to individual staff working with specific children

**Improving the Curriculum Access**

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| **Target** | **Strategy** | **Outcome** | **Timeframe** | **Achievement** |
| Teachers are aware of all children with Dyslexic tendencies | Teachers record parental concerns regarding Dyslexia, including Dyslexia in the family and include this information on a class summary list. | Teachers are aware of all children’s needs in the class regarding Dyslexia and adapt provision appropriately. | Dec 2017 | Pupils and parents feel dyslexic tendencies are recognised and addressed. |
| Training for Awareness Raising of Disability Issues | Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school | Whole school community aware of issues relating to Access | Jan 2017- Dec 2018 | Society will benefit by a more inclusive school and social environment |
| Classrooms are optimally organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | Jan 2017- Dec 2018 | Increase in access to the National Curriculum |
| All out-of-school activities are planned to ensure the participation of the whole range of pupils | Review all out-of-school provision to ensure compliance with legislation  Promote clubs with families of disabled pupils | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | Jan 2017- Dec 2018 | Increase in access to all school activities for all disabled pupils |
| Training for teachers on differentiating the curriculum/ targeting interventions effectively | Undertake an audit of staff training requirements  Target interventions through Phase Team Improvement Plans | All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum, including Dyslexia Friendly strategies, SEN provision, Visual, Auditory and Kinaesthetic learning styles | Jan 2017- Dec 2018 | Increase in access to the National Curriculum |
| Individual needs supported through adaptation of resources/ adult support | Gain external agency advice and provide appropriate resources proportionately as individual needs arise. | Appropriate resources/ support provided for individual needs  (including science/ maths equipment with clear markings, physiotherapy, dyslexia friendly resources) | As they arise | Increase in access to the National Curriculum |
| Support for home learning alternatives provided | Class teachers identify children who require additional support in school with homework due to parental difficulties | Additional support provided | Jan 2017- Dec 2018 | Ensure equal access to home tasks |

**Note: Increasing the extent to which disabled pupils can participate in the curriculum**

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

**Improving the Delivery of Written Information**

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| **Target** | **Strategy** | **Outcome** | **Timeframe** | **Achievement** |
| School has effective methods of communicating to all parents about specific events in school. | Review how information regarding specific events in school is communicated to parents. | Systems are reviewed and any necessary changes implemented. | Dec 2017 | Delivery of information to disabled pupils/ parents improved |
| Availability of written material in alternative formats | The school will make itself aware of the services available for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes | Jan 2017- Dec 2018 | Delivery of information to disabled pupils/ parents improved |
| Make available school brochures, school newsletters and other information for parents in alternative formats | Review all current school publications and promote the availability in different formats for those that require it  Investigate audio options/ named person to read information | All school information available for all | Jan 2017- Dec 2018 | Delivery of school information to parents and the local community improved |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment | Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials. | All school information available for all | Jan 2017- Dec 2018 | Delivery of school information to pupils & parents with visual difficulties improved. |

**Note: Improving the availability of accessible information to disabled pupils**

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils’ disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

**Improving the Physical Access**

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| **Item** | **Activity** | **Timescale** |
| **Ramp/ wheelchair access into Key Stage 1/ Early Years hall** | * Gain advice/ quotes on possibilities for ramp provision/ access- e.g. to build out the platform outside the double doors and have a double width ramp with safety barriers running at 90 degrees out into the Y2 playground. * Gain advice on kitchen store exit. * Include in building improvement plan. | By Dec 2017 |
| Access in/ out of Crèche into outdoor area | * Replace steps with ramp going alongside the building with safety barrier for 2 year olds. | By April 2018 |
| Access to main Reception/ office | * Open double doors during busy times at the beginning and end of the day * Investigate possibility of using an automatic fire door mechanism. | By July 2017 and on-going |
| Step markings | * Update/ replace visibility markings on all steps, including music room corridor. * Investigate longer lasting alternatives. * Safety mark the edges of the tiled area outside the music room * Add visibility markings to removable ramps. | By July 2017 |
| Rails/ temporary ramps | * Add hand rail next to 2 steps in Y1 corridor. * Add a hand rail by the step in the corridor to the KS2 disabled toilet. * Ensure there is a removable ramp available by the step for the KS2 disabled toilet. * Add a hand rail next to the step from the Rec classroom to the cloakroom. | By Sept 2017 |
| Uneven ground repairs | * Repair the bottom of the ramp approaching the main entrance. * Even out the ground at the edge of the tiled area by the external door to the music room corridor. * Repair broken ground in Y2 playground |  |
| Door in EYrs cloakroom | * Add hook to enable double door to be hooked back for wheelchair access/ explore wider door alternative. | By Dec 2017 |
| Ramp access to KS2 toilet block entrance | Install ramp with railings on entrance to Y3/4 or Y5/6 toilet block. | By July 2018 |
| Access to children’s Disabled toilet in KS2 | Explore the possibility of a wall mounted drop down ramp for the step. | By Dec 2017 |
| Signs | * Add disabled sign to the door on the Y2 disabled toilet. * Add signs to indicate disabled exit route from the KS2 hall. * Add a sign at wheelchair height with instructions or add a bell at wheelchair height at the main door. * Add sign at wheelchair height on the main automatic gate (repeat sign) * Add sign to inner door stating when it should be kept locked/ open. | By July 2017 |
| Disabled toilet in Children’s centre | Explore alternative to code system. |  |
| Individual needs | Gain OT advice and make proportionate adaptations as individual needs arise. | As they arise |

**Note: Improving the physical environment of schools**

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of ‘quiet’ areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Norton Canes Primary Academy Accessibility Plan Review

Parent/ Governor Questionnaire Analysis October 2016:

48 questionnaires returned.

35 had no reported disabilities or comments, either with ‘yes’ or ‘not applicable’ as answers to questions about whether facilities are equally accessible for them and whether they are fully included in school life.

13 were returned with comments. 6 of these stated parental disability, including physical disability, mental health and dyslexia.

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| 13 returned with comments and/or reported disabilities | **Strengths** | **Suggestions for** **improvements** |
| Curriculum Access | * School gives child time needed to process things and understands that they need to get the child’s attention when talking to him. | * Staff would benefit from specific disability training. * Class teacher to take note of child’s dyslexia. |
| Delivery of Written Information | * After a short time, child has been welcomed into school life. Extremely happy with the amount of information provided via letters and/or text message. Very impressed. | * More information when things have happened e.g. accidents in school/ headlice going round. |
| Physical Access | * Ramps * Seating areas in public areas e.g. playground * A number of ramps to gain access into the school buildings and grab rails within corridors. * Overall the school caters for most disabilities, can’t think of any improvements. * The school has previously adapted the facilities to ensure children with disabilities have the amenities they need, e.g. installed disabled toilets. | * Better parking close to the school needed. * It would be difficult for wheelchair users to access parts of the school, e.g. get into the KS1 hall * Getting in and out of the main Reception is difficult with pushchairs. * The buzzer by the gate may be too high for wheelchair users. * Make it more wheelchair friendly. |