



Ingleton C of E Primary School

Accessibility Plan 2018/2021

This Accessibility Plan has been drawn up in consultation with the Local Authority, children, parents, regular visitors, staff and governors of the school.

We are committed to providing a fully accessible environment, which values and includes all children, 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.

Ingleton C of E Primary School plans, over time, to increase the accessibility of provision for all children, 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 children/students with a disability, expanding the curriculum as necessary to ensure that children/students with a disability are as, equally, prepared for life as are the able-bodied children/students. 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 children/students in accessing the curriculum.
- Improve the delivery of **written information** to children/students, 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.

Attached are Action Plans relating to these key aspects of accessibility. These Action Plans will be reviewed and adjusted on an annual basis or when deemed necessary. New Plans will be drawn up every three years.

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.

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 Brochure and Mission Statement
- Teaching and Learning File

The Action Plan for physical accessibility relates to the Access Audit of the School. 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 Accessibility 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 Accessibility Plan for the following period.

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".

The School website will make reference to this Accessibility Plan.

The School's complaints procedure covers the Accessibility Plan.

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

The Accessibility Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

The school will work in partnership with the LA in developing and implementing this Accessibility Plan.

OfSTED, as part of their inspection cycle, will monitor the Accessibility Plan.

The Premises Committee review this policy annually and it is formally updated every three years in the spring term or sooner if required.

Head Teacher Mrs Karen Whitaker

September 2018

1. Access Audit

The school building is single storey with wide corridors and several access points from outside. KS1 areas have wide door access to all rooms. The hall is accessible to all via a permanent ramp through the main entrance.

All entrances to the school on the north side are either flat or ramped and all have wide doors fitted. There are disabled toilet facilities available, one is accessible near the school office entrance and one cubicle in the KS1 cloakroom has a hand rail fitted.

The school has internal emergency signage and escape routes are clearly marked.

2. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

3. Action Plan

Aim 1 - To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with parents and other providers to review potential new intake and admission of young children	To identify pupils who may need additional or different provision from previous Intake	September of every year.	HT EYFS teacher	Procedures/equipment /ideas set in place by start of school year.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT TAs Outside agencies	Clear collaborative working approach

	To ensure full access to the curriculum for all children.	<p>Outside Play visits; Employment of specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of alternative assessment levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 	Ongoing	<p>Teachers</p> <p>SENCO</p> <p>Educational Psychologist</p> <p>SEND Advisory Team</p>	<p>Advice taken and strategies evident in classroom practice.</p> <p>ASD children supported and accessing curriculum.</p>
	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of all SEN pupils.	<p>SENCO/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p>	Termly	<p>Class teachers</p> <p>SENCO</p>	<p>Progress made towards Support Plan targets</p> <p>Provision mapping shows clear steps and progress made.</p>
MEDIUM TERM	To monitor attainment of Able, G & T pupils	<p>Policy and Able / G&T list to be updated</p> <p>Able / G&T booster groups/activities</p> <p>Monitor Able / G&T list</p>	<p>Ongoing</p> <p>Annually</p>	<p>Able G&T co-ordinator</p> <p>Class teachers</p>	<p>Able G&T children making proportionate progress.</p> <p>Achieving above average results</p>

	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Elklan training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	<p>Variety of learning styles and multi- sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	SMT, Core curriculum co-ordinators Governors	All children making good progress.
	To deliver findings to the Governing Body	Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2 - To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SMT	Enabling needs are met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role-play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of the Support Plan process. • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school etc. • Include questions in the confidential pupil information questionnaire about parents/carers access needs and ensure they meet at all events. 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher SBM Occupational health	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children • Arrange interpreters from the RNID to communicate with deaf parents • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To improve community links	School to continue to have strong links with schools in Teesdale area and wider community.	Ongoing	SMT All staff	Improved awareness of disabilities/the wider community of Teesdale and the world and their needs Improved community cohesion
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents regarding parking safely - messages/letters/walk to school week Bikeability for Year 5/ 6 children	Ongoing	PSHE Co-ordinator SMT	No accidents
	To maintain accreditation of Enhanced Healthy Schools award	Continue to work towards Healthy Schools and Eco schools targets.	Ongoing	PSHE/Healthy School Co-ordinator Whole school approach	Achievement of award

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Parent with Hearing impairment	Regular communication with parents Interpreter provided for parents' annual reviews	Ongoing	Class teacher SMT	Two way communication in place.
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Investigate symbol software to support learners with reading difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 	Ongoing	SENCO English Co-ordinator	Wide variety of texts and signage visible / available to support people with visual impairments.
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher 	Annually	Class teachers LSA Outside agencies	Each teacher/staff member aware of disabilities of children in their classes

		meetings <ul style="list-style-type: none"> • Annual reviews • Support Plan Review meetings • Medical forms updated annually for all children • Personal health plans where necessary • Significant health problems - children's photos displayed on staffroom notice board / info kept in separate file in staffroom 		SMT Office staff	
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected)	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT	Effective communication of information about disabilities throughout school.