

Ditchheat Primary School



Accessibility Policy

This policy will be reviewed every 3 Years.

Reviewed and agreed by:

Headteacher:.....

Date:

Next review: Spring 2023

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from January 2020 – January 2023.
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. We have an open dialogue with parents to ensure we are aware of the needs of all children and parents.
3. The Ditchheat 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, 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 are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans 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
 - Equal Opportunities and Diversity
 - Staff Development
 - Health & Safety
 - Inclusion
 - Special Needs

- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Prospectus
- Teaching and Learning File

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

9. The School's complaints procedure covers the Accessibility Plan.

10. The Plan will be monitored by full governors.

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

Ditcheat School Accessibility Plan

Accessibility plan for Ditcheat Primary School 2020-2023

1 Improving Participation in the Curriculum					
Priority	Lead	Strategy/Action	Resources	Timescale	Expected Impact
Improve awareness of needs of children relating to SEND such as attachment	HT and SENDCo	All staff will have a clear understanding of the needs of all children with emotional needs. There are clear strategies in place to help children with emotional needs access the full curriculum. Nurture groups and social skills groups run effectively within the school Regular pupil progress meetings and inclusion group meetings	CPD through INSET and specific training	Ongoing	Staff are clear about appropriate strategies to support each child
Pupil's needs are identified, actions taken to meet them and impact reviewed	SENDCo and all teachers	All staff will be aware of the needs of the SEN children within their classrooms. They will have agreed and implement the action points outlined in the pupil passport. Pupil passports will be renewed termly in agreement with SENCO	Time given to staff during staff meetings to review passports	Ongoing	Parents, staff and children are all aware of how needs will be met
Adaptations to the curriculum to meet the needs of all pupils	HT and SENDCo	Interventions in place and reviewed regularly, access arrangements for tests are in place, specific needs such as the use of a sloping board or coloured overlay, timetable adaptations, therapy programmes such as speech and language, use of ipads or laptops, special pencil grips	Physical resources as and when they are required, interventions timetables in place with appropriate support resources	Ongoing	Increase in access to the National Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	HT	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements		Ongoing	Increase in access to all school activities for all disabled pupils
Effective communication with parents	HT	Regular communication through newsletter, website and social media.		Ongoing	Parents are clear about the curriculum offer for their

		Monthly share my learning afternoons, 2 Inspire sessions a year, 3 parent evenings a year and 6 parent forums. Those parents with reading difficulties to have individual arrangements to ensure understanding of communications sent.			children
Classrooms are optimally organised to promote the participation and independence of all pupils	HT	Visual timetable for all children, resources are easily accessible and children are encouraged to use when needed		Ongoing	Children feel safe knowing what is happening next in the day and develop independent skills
Training for Awareness Raising of Disability Issues	HT	Staff regularly trained about disability issues and up to date research. Children are made aware through assemblies and PSHE about disability issues	Assembly and teaching time given to discretely teach	Ongoing	Staff gain a greater understanding of the needs of disabled learners. Children develop an understanding and empathy towards others
2 Improving Physical Environment of the School					
Priority	Lead	Strategy/Action	Resources	Timescale	Expected Impact
Access to Cherry classroom	HT	This will need constant review in the light of reception children's physical needs.		Ongoing review	Access for all to Cherry class
Improve acoustics in the hall	HT	Raise money for and install acoustic solutions for the hall	£3500	ASAP	Children will not struggle to hear in the hall and sound quality will improve
3 Improving the Delivery of Written Information					
Priority	Lead	Strategy/Action	Resources	Timescale	Expected Impact
Availability of written material in alternative formats	HT/Office	Provide material online and hard copies. Offer parents option to have written material read to them	Cost of time to read and print	Ongoing	All parents can access all written materials
Ensure documents are accessible pupils with visual impairments	SENDCo/Class teacher	Seek advice as and when a child has visual impairments from county	Loan of specialist equipment	Ongoing	Pupils can access all documents