


DEVELOPMENT AREA: Accessibility		
<p>Objectives</p> <p>All stakeholders to have full access to:</p> <ol style="list-style-type: none"> 1. Curriculum 2. Physical Environment 3. Information/Communication 	<p>Success Criteria</p> <p>Children with disabilities can access on an equal basis with their peers:</p> <ol style="list-style-type: none"> 1. the curriculum 2. the physical environment 3. information <p>Adult stakeholders with disabilities can access the physical environment and information on an equal basis with stakeholders without disabilities.</p>	
Provisions in place: Curriculum		
<ol style="list-style-type: none"> 1. A Roger device is used by the teacher in conjunction with the child's hearing aid where appropriate. 2. Pupils with physical disabilities are provided with access to the disabled toilet to allow them to change for PE in a private and safe location. An emergency alarm and easy open door would allow access by an adult if they were in difficulty. 3. Pupils with physical difficulties are allocated a Teaching Assistant to support them in Physical Education lessons. 4. Pupils with motor skill difficulties are provided with a writing slope to support core muscle development. 5. Pupils with visual impairment are seated close to the board to allow access to learning on the whiteboard. An Ipad may also be provided to allow text to be enlarged to a suitable sized font. 6. Where appropriate a Teaching Assistant chaperones a pupil with disabilities or an EHCP to swimming lessons on a one to one basis. 7. School visits are organised in consultation with parents of children who have mobility issues and an access plan is arranged. 8. Parents of children with disabilities or EHCP are invited to attend residential visits alongside their child to provide support with personal hygiene and mobility around the site. Alternatively, a dedicated member of staff is allocated to meet the needs of that child. 9. Pupils with SEND are provided with a laptop to aid written work, where appropriate. 		
Provisions in place: Physical Environment		
<ol style="list-style-type: none"> 1. Car Park access has two spaces designated for disabled users. A ramp from the car park to the footpath allows access to the main entrance walkway. 		

2. A ramp to the main entrance and wide entrance and lobby doors allow access to wheelchair users.
3. Paved footpaths to the bicycle shelter allow access for a disability trike.
4. Inside the building access to the hall and dining room is through double doors or 2/3 doors.
5. Access to the Gazebo is via a ramp.
6. There is a toilet for disabled users in the main corridor which is fitted with an emergency alarm and easy access door.
7. The sink, mirror and hand dryer are at wheelchair height.
8. Personal Evacuation Plans and Care Plans are in place for individuals who have additional needs.
9. Paintwork when completed is done so in contrasting colours to aid those with visual impairments.
10. Powder coated handrails are positioned on steps leading from the hall and to the playground outside year four.
11. Handrails are located currently in the boys' toilets at an appropriate height for the user.
12. Additional seating is positioned in the hall for whole school gatherings for children who have disabilities or short term injuries.
13. Children who attend school with the aid of crutches are supported by an adult when using steps.

Provisions in place: Communication

1. A PA system is used for Sports Day.
2. A Sound system including microphones is used in the school hall.
3. The school newsletter is published each week and displayed on the school website. Parents also receive and link to their telephone so that they can access it in larger print if needed.
4. Where parents do not speak or understand English translation or interpreter services are procured through outside agencies.

The needs of current users are fully met.

Future Provisions- In the event of an admission of a child requiring wheelchair use at all times.

In this instance we would have to make provision for the child to have access to their classroom, toilets, hall and dining room. This could be accommodated through the conversion of the ICT suite into a classroom.

The library would have to be relocated into one of the existing classrooms but a wheel chair user would not have access due to the steps between the two levels.

Access to the playground could be easily accommodated via a ramp through the ICT door.

A lift would need to be installed to access lower school. A ramp would also need to be constructed outside Year Three to provide access to the playground. The child and their class would have to be taught in the adapted classroom throughout the Key Stage.

There are steps leading between the dining room and the lower school and between the corridor and the upper school. The installation of a ramp would not be viable due to the space restrictions present.

Staff Training

Training for staff is provided through the School Nursing Service in relation to any medical conditions that a child may have so that staff are equipped with the knowledge and skills to provide the best care and support.

Action Plan

During the period of this plan we will maintain in good working order all provisions for the safe access and use of the site to allow equal opportunity to all stakeholders- wherever possible. The accessibility plan will be reviewed if new pupils or stakeholders attend our site and additional adaptations are required to allow them equality of opportunity. Adaptations will be made to meet their needs wherever it is possible to do so in a timely manner.