Hutchinson Memorial CE First School

Accessibility Plan January 2019

Reviewed January 2019
Next review date January 2021

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 Curriculum Access at Hutchinson Memorial First School

Target	Strategy	Outcome	Timeframe	Achievement
Policy review	As curriculum policies are renewed school will consider relevant information to increase its ability to eliminate discrimination and enable equal access via reasonable adjustments.	Policies that are fully compliant with the PSED Fully inclusive school where the curriculum fosters good relations.	On going	Behaviour policy amended to promote use of reasonable adjustments for pupils with SEND. Link Governor policy and briefing makes reference to equality of access to the 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.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On going	Increase in access to all out of school activities for all pupils.
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 with specific attention paid to the needs of pupils with SLCN and those on the autism continuum.	Well organised classroom where all children can access resources and support their own independent learning.	On going	Increase progress of all pupils in gaining academic and social success.
Training for Awareness Raising of SLCN/ASD	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 SLCN/ASD SLCN/ASD friendly classrooms and environment.	2020-21	Society will benefit by a more inclusive school and social environment

Dyslexia Friendly Enhanced status	Complete audit and action plan to fill any gaps school has.	Enhanced Status achieved Feb 2016 – to maintain Dyslexia Friendly practice	Ongoing	Communication friendly environment
Develop use of IPads to support access to the curriculum	Broaden the range of APPs to support children with SEND learning.	Increased use of technology to support all children's access to curriculum	2019-2020	Impact of technology measured

<u>Improving the availability of accessible information to disabled pupils</u>

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 Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
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	All school information available for all	July 2019	Delivery of school information to parents and the local community improved
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Jan 2020	School is more effective in meeting the needs of pupils.
Increase availability of resources for pupils to read and write using alternative methods.	• Talking tins • Ipads • Read aloud software • Spell checkers • Use of scribes	Reading & writing will be less of a barrier to achievement.	Ongoing	Pupils acquire greater levels of confidence and success in recording their learning.

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.

Improving the Physical Access

Item	Activity	Timescale
Wheel chair accessible door	Install a wheel chair accessible door in Den classroom allowing free flow access to the outdoor area.	July 2019

Arrange for removal of step from carpark to visitor entrance	The step is replaced with a ramp to allow ease of access for wheel chair users to gain access to Main Entrance	By July 2016 completed
Visitor entrance path way	Arrange for resurfacing of pathway leading from car park to the main entrance	July 2021