

St Berteline's Accessibility Plan 2015-18

Targets	Strategies	Outcomes	People involved / Responsibility	Timeframe	Evaluation
EQUALITY AND INCLUSION					
To improve staff awareness of disability issues.	<ul style="list-style-type: none"> • Review training needs for adults within the school community. • Provide training as appropriate. 	Whole school community is aware of issues.	Head teacher SENCO Chair of Governors	On-going	
To ensure all relevant policies take Accessibility into account	<ul style="list-style-type: none"> • Consider Accessibility when reviewing policies 	Relevant policies take Accessibility into account	Head teacher Chair of Governors	On-going	
To ensure any child recovering from a serious medical condition has minimal risk of contracting infections	<ul style="list-style-type: none"> • Parents to be reminded of the need to inform school about infections that might cause problems 	Child continues to make good recovery	Head teacher	Termly	
To review the Accessibility Plan annually	<ul style="list-style-type: none"> • Ensure item is added to Governors meeting agenda 	Comply with legislation	Head teacher Chair of Governors	Annually	
To continue with our approachable "open door" ethos	<ul style="list-style-type: none"> • Have good knowledge of, and good relationship with parents and carers • Ensure all feel welcome and able to access information (non-readers, support with form-filling, English as an additional language) 	All parents and carers feel welcome and comfortable	Head teacher	On-going	
PHYSICAL ENVIRONMENT					
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults To continue to improve access to	<ul style="list-style-type: none"> • Carry out an audit of school buildings and grounds; to consider wheelchair access, parking, accessible toilet, shower facilities • Make suggestions and 	Modifications will be made to the school building and grounds to improve access	Head teacher Governors	On-going	

the school's physical environment	<ul style="list-style-type: none"> implement as budget allows Alternative arrangements will be put in place where physical modifications are not possible, e.g. reference to library 				
CURRICULUM					
To continue to train staff to enable them to meet the needs of children with a range of SEND	<ul style="list-style-type: none"> To review the needs of the children To provide training for staff as required To refer to SEND / Disadvantaged Action Plan 	Staff are confident in enabling all children to access the curriculum	Head teacher SENCO	On-going	
To ensure that all children are able to access all out-of-school activities, e.g. sports activities, clubs, trips, residential, etc	<ul style="list-style-type: none"> Review all out of school activities Carry out risk assessments Provide additional support 	With modifications as required, all children will be able to access activities	Head teacher	On-going	
To provide specialist equipment / resources, to promote participation in learning by all pupils	<ul style="list-style-type: none"> Assess the needs of individual children Provide equipment/resources as required, e.g. writing slopes, tinted paper, overlays, weighted bands, electronic books, headphones, Talking Tins, etc Identified children to have access to visual prompts, including timetables. 	Barriers to learning will be reduced /removed. Children will develop independent learning skills, enabling them to achieve their full potential	SENCO	Termly review / As required	
To meet the needs of children during statutory end of key stage assessments	<ul style="list-style-type: none"> Assess the needs of individual children Apply for use of modified papers, additional time, etc 	Barriers to learning will be reduced /removed. Children will develop independent learning skills, enabling them to achieve their full potential	SENCO Key Stage co-ordinators	Annually	
To ensure that all pupils make progress	<ul style="list-style-type: none"> Teachers provide differentiated planning to meet the needs of all children in the classroom 	Weekly planning to demonstrate differentiation. Progress in line with peers	All teachers SLT to monitor	On-going	
To meet the needs of children with	<ul style="list-style-type: none"> Individual support plans 	Support plans updated termly	All teachers	On-going	

SEND	<ul style="list-style-type: none"> Enhanced Provision and access to LA specialist advice for those requiring support beyond classroom differentiation 	Tracking pupils Progress in line with peers	SLT to monitor		
WRITTEN / OTHER INFORMATION					
To ensure that all parents and other members of the school community can access information	<ul style="list-style-type: none"> Written information will be provided in alternative formats as necessary, including electronic letters (use of text to speech software on home computer) 	Written information will be provided in alternative formats as necessary	Head teacher Admin staff	As required	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings	<ul style="list-style-type: none"> Staff to talk to parents on the phone or make home visits or send home written information 	Parents are kept informed of children's progress	Head teacher	Termly	
To ensure that parents who are unable to attend school, because of a disability, can share in school assemblies or celebratory productions	<ul style="list-style-type: none"> Use of videos / iPad recordings 	Parents can share in school assemblies or celebratory productions	Head teacher	As required	
To ensure that there is appropriate signage around school	<ul style="list-style-type: none"> Review the needs of the whole school community 	Signs around school are accessible for all	Head teacher Chair of Governors	As required	