**Cambois Primary School Accessibility Plan**

**Accessibility Plan**

Cambois Primary School:

1. This Accessibility Plan has been drawn up in consultation with the Local Authority,

pupils, parents, staff and governors of the school and has been reviewed September 2017.

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.

3. The Cambois Primary 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 hand outs, timetables, textbooks and informationabout the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

4. Below is our Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis.

5. 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.

6. 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

7. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. 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 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 Plan for the following period.

8. 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".

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

10. Our Accessibility Plan will be published on the website.

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

12. The school will work in partnership with the local education authority and Diocesan

Authority in developing and implementing this plan and will adopt in principle the "Dorset

Accessibility Strategy, Access to Learning".

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

The school meets the requirements of the Disability Equality Scheme.

**CAMBOIS PRIMARY SCHOOL ACCESSIBILITY PLAN REVIEWED September 2017**

**TARGET STRATEGY OUTCOME TIMEFRAME ACHIEVEMENT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TARGET** | **STRATEGY** | **OUTCOME** | **TIMEFRAME** | **ACHEIVEMENT** |
| Training for staff in the  identification of and  teaching children with  special needs. | Relevant staff attends  appropriate training.  Outreach provision from  external agencies. Link with SLA and the SEND team. | All staff are familiar with the  criteria for identifying specific  needs and how best to support  these children in the classroom. | Autumn 2017 |  |
| All extra- curricular  activities are planned to  ensure they are  accessible to all  children. | 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 | All pupils have  access to the  National  Curriculum. |
| Classrooms are  optimally organised to  promote the  participation and  independence of all  pupil | Review layout of  furniture and equipment  to support the learning  process in individual  classes. Use of visual  timetables across the school. | Lessons start on time without the  need to make adjustments to  accommodate the needs of  individual pupils. Children have  ready access to a range of  resources to support their  learning. | On-going | All pupils have  access to the  National  Curriculum. |
| Training for Awareness  Raising of Equality  Issues. | Provide training for  governors, staff, pupils  and parents as needed | Discuss perception of  Whole school community aware  of issues relating to Access.  Ongoing Community will  benefit from a  more inclusive  environment  issues with staff to  determine the current  status of school. | Spring term 2017 | Community will  benefit from a  more inclusive  environment |
| Ensure all children on  SEND list have An individual learning plan in place and a single one page pupil profile. These need to be alongside professional advice and in conjunction with parents. | Learning plans for all  children reviewed termly and pupil profiles completed with child. | SENCO to work with staff and train | on-going | First term have been sent out. |
| Review TA deployment  as needed to enable  pupils to be  appropriately supported. | review termly in pupil progress meetings. | Adult support is available during  times that individual children  may need support. | review termly | better supported pupils who need it - |

**IMPROVING THE DELIVERY OF WRITTEN INFORMATION**

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| --- | --- | --- | --- | --- |
| **TARGET** | **STRATEGY** | **OUTCOME** | **TIMEFRAME** | **ACHEIVEMENT** |
| Availability of written  material in alternative  formats | The school will make  itself aware of the  services available  through the LEA for  converting written  information into  alternative formats. | The school will be able  to provide written  information in different  formats when required  for individual purposes. | on-going | Delivery of information  to pupils and  parents/carers improved. |
| Make available school  information, school  newsletters and other  Review all current  school publications and  promote the availability  All school information  available for all. School  information published  Ongoing Delivery of school  information to parents  and the local community  information for parents  in alternative formats. | Review all information up to date and on the school website. | all information up to date and on the school website. | on-going but audited and updated in September. | Parental opinion is  surveyed and action  taken appropriately. |
| Survey parents/carers on  quality of  communication. | Part of annual parents’  questionnaire and  included in Parent Focus  Group. | improved communication with parents. | twice per year | Parental opinion is  surveyed and action  taken appropriately. |

**c) PHYSICAL ACCESS**

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| **TARGET** | **STRATEGY** | **OUTCOME** | **TIMEFRAME** | **ACHEIVEMENT** |
| To improve physical appearance of building (hall, dining area) | Incorporation of  appropriate colour  schemes and floor  finishes | Better designed areas – calming colours in light of behaviour training. | on-going | School all been painted and updated.  Lines painted on all steps. |
| Doors – all doors have finger guards and safety fitted. | start to get door guards fitted. | safer and more accessible doors. | on-going by end of year | All completed and done – some unused fire doors completely removed to make easier access. |