

Appleton Wiske Community Primary School
Accessibility Plan 2016 – 2019

At Appleton Wiske Community Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with pupils, parents, staff and governors of the school and covers the period from September 2016 to September 2019. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion.
- 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 Equality Act 2010). 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.

Equality and Inclusion

Targets	Strategies	Outcome	Timeframe
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings	Clerk to Governors to add to list of required publication details	Adherence to current legislation	Annually
Training to raise awareness of equality and disability issues	Provide training for governors, staff, pupils and parents	Whole school community aware of issues relating to Access	Training to be ongoing and when necessary
Review Inclusion and Equal Opportunities for recorded evidence of how staff provide access in all areas to all pupils	Review policies with staff and governors	Policies reflect adherence to current legislation	Annually

Physical Environment

Targets	Strategies	Outcome	Timeframe
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all	SENCo and Governors to audit accessibility of school buildings and grounds, check accessibility and produce an action plan if necessary	Any modifications needed will be made to the school building and grounds in order to facilitate ease of access for all	Termly Premises Inspections. Any modifications will have a separate action plan.
Ensure any proposed 'new build' project is physically accessible for everyone	Project manager will ensure compliance with building regulations regarding accessibility	Any new construction will be fully accessible	Long Term until any new construction begins

Curriculum			
Targets	Strategies	Outcome	Timeframe
Continued training for teachers and support staff on different aspects of SEND including differentiation when required	Review the needs of children with specific issues and provide all relevant training	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.	We recognise that this is an ongoing process and that needs and expertise will change with time
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	Ongoing
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike	Review and implement a preferred layout of furniture and specialist equipment to support the learning process, for example sensory resources and privacy boards	All necessary resources are available for children to access independently and ensure learning is supported	Reviewed annually and ongoing
Access arrangements to meet individual needs when taking tests etc will be applied for and support provided when required	SENCo will ensure appropriate testing and reports are provided in order to apply for access arrangements	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed	Ongoing

Written/Other Information			
Targets	Strategies	Outcome	Timeframe
Make available school brochures and other written material for parents/carers in alternative formats	Promote the availability of material in different formats and use the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	Ongoing as required
Availability of written material in alternative languages	The school will use information and translations provided by the EAL Team for key information for EAL families	School information will be available for all	Ongoing as required

Revised: September 2016

Review date: September 2019

