

## Tonwell St Mary's CE Primary School

### Accessibility Plan 2017-2020

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

#### **Target 1: To increase the extent to which disabled pupils can participate in the school curriculum**

<b>Targets</b>	<b>Action</b>	<b>Success Criteria</b>	<b>Evidence</b>	<b>Timeframe</b>
Enable at risk/vulnerable/SEND children to access all areas of the curriculum	Identify barriers to access for specific children Disseminate these barriers to all staff working with these children  Monitor these children through pupil progress meetings  Continued advice sought from appropriate agencies. Incorporating advice into interventions and learning plans. Provide physical equipment (e.g. writing slope)	Children will make at least expected/good progress in English and maths  Progress will be evident in books from across the curriculum  All children with additional needs are provided with the advice and tools needed to help them access the curriculum	AM7 tracking system Pupil progress notes Children's books Lesson observations	Reviewed every term
Review and purchase computer technology to support participation in curriculum	Review computer hardware and technology  Computing subject leader/SENCO to review computer software used annually and purchase relevant packages (e.g. mathematics, letterjoin, espresso coding, clicker, laptops)	Children use technology to access different aspects of the curriculum	Lesson observations Learning walks	Reviewed annually

**Target 2: To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

<b>Targets</b>	<b>Action</b>	<b>Success Criteria</b>	<b>Evidence</b>	<b>Timeframe</b>
Improve access to all school entrances	Purchase and store a movable ramp to allow wheelchair access to the EYFS and dining room from the outside play area	Wheelchairs will be able to gain access through all entrances to the school	Wheelchair use to access EYFS and dining room	2018/19 budget for purchase in Summer 2018
Improve access to Forest School activities	Cut back plants/trees to allow wheelchair access to Forest School  Make pathway through Forest School for easy wheelchair access	Wheelchairs will be able to gain access to Forest School	Wheelchair use to access Forest School	2019/2020 budget for building in Summer 2019

**Target 3: To improve the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled**

<b>Targets</b>	<b>Action</b>	<b>Success Criteria</b>	<b>Evidence</b>	<b>Timeframe</b>
Ensure all information is delivered or available to be delivered in a range of formats to make it easily accessible to all of the school community	SEN offer and policy available on website  SENCO available to meet with parents, to email or to phone  School literature translated if necessary  The following communication methods will be used: Email, hard copy of newsletter, electronic copy of newsletter, Parentmail App, website, phone calls, personal interaction, staff noticeboard	No reports of members of school community not being able to access information	Parent Survey	Reviewed through parent survey annually in February