

Tonwell St Mary's C of E (VC) Primary School - Identification of Barriers To Access - Accessibility Plan 2014 - 2017

How the school delivers the curriculum	Current position	Short term targets 2014/2015	Medium term targets 2015/2016	Long term targets 2016/2017
<i>Necessary training is provided for teachers and teaching assistants to teach and support disabled pupils.</i>	No disabled children currently on role		Admission needs for coming year addressed and any relevant training provided.	Admission needs for coming year addressed and any relevant training provided.
<i>Classrooms are optimally organised for disabled pupils.</i>	No disabled children are currently on role. Large classroom space available. Ramp access to all classrooms apart from foundation stage. Ramp in place to access main building. Internet facility available in all classrooms. Wheel chair access to main building. Children with moderate hearing/visual impairment seated appropriately.		Admission needs for coming year addressed. The school implements agreed planned programme and agreed adaptations to new dining room area.	Admission needs for coming year addressed
<i>Lessons provide opportunities for all children to achieve.</i>	All lessons are differentiated. IEPs reflect external advice. Additional staff deployed to support all children. Extension opportunities provided for gifted and	All staff issued with guidelines on strategies to support accessibility for children with speech and language, behaviour, visual and hearing impairment. Use of P levels to assess	Adaption is implemented following agreed plan.	Adaption is implemented following agreed plan.

	talented children. Booster classes organised providing teacher input to support children's learning.	identified children. Share accessibility plan with outreach teachers and support agencies.		
<i>Lessons respond to pupil diversity.</i>	No children currently on role with ESL. PSHEC curriculum is established. Opportunities to learn about different faiths and cultures through RE curriculum. Pupil's views considered through school council/questionnaires, etc. Assessment analysis considers the progress of specified groups of children.	Health and Safety requirements adhered to.	Admission needs for coming year addressed. New dining room set up and accessibility ramps put in place.	Admission needs for coming year addressed.
<i>Children have opportunities to work in a variety of groupings in lessons.</i>	Across both key stages there are opportunities for children to work individually, in paired groups, in small groups and as a whole class. There are opportunities for children to work in mixed gender and single gender groups. Children may work in ability or mixed ability groups.	Introduction of 'buddying, or 'mentoring'. Possible groupings for different learning styles.	Introduce individualised learning linked to individual's needs and learning styles.	Admission needs for coming year addressed.
<i>Opportunities for music/drama / physical</i>	Music lessons available in addition to music	Consider provision of PE resources to support	Admission needs for coming year addressed.	Admission needs for coming year addressed.

<i>activities. The school is a member of the Hertford and Ware Sports Partnership.</i>	curriculum. In addition to the PE curriculum there are afterschool sports clubs available.	children with physical impairment.		
<i>Additional teaching time allowed for disabled children to use equipment in practical work. Access for children with physical disabilities to exercise.</i>	Currently not applicable Differentiated activities provided for children with IEPs. Appropriate applications made for SATs adaptations.	Expected admission needs considered and resources planned for.	Admission needs for coming year addressed.	Admission needs for coming year addressed.
<i>How accessible are school trips and visits for children with disabilities.</i>	Currently residential trips arranged in years 4, 5 and 6. Consultation with parents as necessary. Some activities would or may not be accessible to children with disabilities (discussions with individual providers to assess this). Local trips currently arranged should be accessible to all children.	Review provision of residential and day trips according to admission requirements. Based on current cohorts no restrictions will apply for residential trips 2014/2015.	Review provision of residential and day trips according to admission requirements.	Review provision of residential and day trips according to admission requirements.
<i>Expectations for all children are high.</i>	Targets are set in consultation with the children. They are discussed with governors and HIP. Progress of all children	Implementation of SDP. Review of SDP. Head teachers report to follow headings linked to Ofsted.		New Ofsted framework implemented. HT reports to follow the headings of new framework.

	<p>monitored. Regular formal assessments support teacher assessments. Progress monitored through a variety of groupings e.g. gender, SEN, ethnicity, vulnerable groups. Progress for children with IEPs is monitored. Pupils involved in reviewing their targets.</p>	<p>Whole school tracking in place - AM7.</p> <p>Pupil involvement in target setting.</p> <p>Monitoring of pupil progress to ensure expectations remain high for all children.</p>		
<p><i>Staff seek to remove barriers to learning and participation.</i></p>	<p>Good communication systems are fully embedded so that information is shared regularly to reduce any barriers to learning. Performance management, planning meetings, liaison with outside agencies, governor monitoring committees and working parties. Consultation with relevant parties ensures School Development Targets are linked to government legislation and agreed areas for development. Staff training is linked to</p>		<p>Introduction of curriculum evenings after school once a term to increase parents knowledge of how to support work in school.</p>	<p>Admission needs for coming year addressed.</p>

	school development targets.			
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How well does the design of the school allow access for all	Current position	Short term targets 2014/2015	Medium term targets 2015/2016	Long term targets 2016/2017
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pupils.				
<i>Does the size and layout of the school allow access for all pupils.</i>	Current facilities meet the needs of the pupils attending. There is external access to the front for a wheel chair. There is disabled access to all classrooms (except foundation stage) and the hall.		Agreed plans implemented over planned period.	
<i>Access to facilities.</i>	A child in a wheelchair would be able to access all areas of the school building. There are toilet facilities for disabled pupils. The school does not have shower facilities for children with medical needs.			Disabled ramps in place to all parts of the school building.
<i>External access</i>	External access by adults and children enables access to the main school building.		Agreed plans implemented over planned period.	Agreed plans implemented over planned period.
<i>Emergency evacuation procedures.</i>	Evacuation system in place.		Agreed plans implemented over planned period.	Agreed plans implemented over planned period.
<i>Lighting.</i>	Internal lighting checked and upgraded. External lighting - security. Car park not lit (although lit by street light.	To obtain quotes to provide external lighting to the car park area.	Agreed plans implemented over planned period.	Agreed plans implemented over planned period.

How are materials delivered.	Current position	Short term targets 2014/2015	Medium term targets 2015/2016	Long term targets 2016/2017
<i>Meeting statutory</i>	Implementation of	Governors consider how	Governors consider how	Governors consider how

requirements	accessibility plan.	access is provided to parents with auditory and visual disability.	access is provided to parents with auditory and visual disability.	access is provided to parents with auditory and visual disability.
Is information appropriately adapted	Currently no requirements for cohort. Information sent to all parents on request e.g. where parent is not living at child's home. Newsletter.	Consider admission / staffing needs e.g. need for Braille, large print, symbols and provision of information in different languages. Consider how documentation may be adapted for parents with reading and writing difficulties.	Consider admission / staffing needs e.g. need for Braille, large print, symbols and provision of information in different languages. Consider how documentation may be adapted for parents with reading and writing difficulties. Consider means of providing alternative forms of major documentation e.g. prospectus e.g. taped version.	Consider admission / staffing needs e.g. need for Braille, large print, symbols and provision of information in different languages.
How is information presented	Use of projector, reading aloud, use of pictorial information. Newsletters to parents. School website. ParentMail.	Develop website. Parent forum set up Governors consider the use of interactive whiteboard facilities.		
Use of ICT	ICT software used to provide information in different formats.	Consider need for software to adapt to different languages / larger fonts, etc.		
Staff training	Staff liaise with outside agencies as appropriate and undertake relevant training.	Standards fund used to support appropriate training for staff and governors.		