

St Saviour's C of E Academy
Accessibility Plan (2017-2020)
September 2019

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

Improving the Curriculum Access at St Saviours CE Primary School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements regarding curriculum access for different groups of learners	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	September 2017	Increase in access to the National Curriculum
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	September 2017	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	January 2018	Increase in access to the National Curriculum

Accessibility Plan

SEN & Inclusion Service September 2015

Classrooms are optimally resourced to promote the participation and independence of all pupils	Maintain Dyslexia Friendly Environment Ensure that all new staff are made aware of the requirements within classrooms to maintain status and support learners with dyslexic tendencies.	Lessons will be inclusive of all learners.	Spring Term 2019	Increase in access to the National Curriculum
Classroom lighting will be updated to reduce visual stress	Fit new LED lighting into classrooms throughout the school to minimise visual stress for all learners. Some classrooms to be fitted with lights which allow dimming to take place.	Visual stress for all of the school community will be reduced.	September 2017	The whole school community will benefit by a more inclusive school environment
Training – Understanding the equality duty- race as a protected characteristic	All staff to attend training to help them understand the concept of 'due regard' and 'race as a protected characteristic.	Whole school community aware of issues relating to Access	September 2017	Society will benefit by a more inclusive school and social environment
Training – Difference and Diversity	All staff to attend training to develop understanding of teaching difference and diversity	Whole school community aware of issues relating to Access	September 2017	Society will benefit by a more inclusive school and social environment

Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as hand-outs, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through 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	July 2018	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats (text message, email, availability on website) for those that require it	All school information available for all	September 2017	Delivery of school information to parents and the local community improved

<p>Make available information about school activities and events in alternative formats</p>	<p>Use of Facebook, Twitter etc to inform and update parents of events within school</p>	<p>All school information available for all</p>	<p>September 2017</p>	
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Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Improving the Physical Access

Item	Activity	Timescale
Accessible car parking	Bays to be signed	September 2017
Slopes to buildings	Colour-contrasted handrails next to the slope	December 2019
Accessible toilet	To provide one unisex accessible toilet	December 2019