**WEST DEAN C OF E PRIMARY School**

**ACCESSIBILITY PLAN**

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| **Policy Review Information** | |
| **Reviewed By** | **Buildings and Health and Safety Committee** |
| **Ratified By** | **Governing Body** |
| **Review Frequency** | **5 years** |
| **Policy Reviewed and Agreed** | **June 2015** |
| **Next Policy Review Due** | **Summer 2020** |

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|  | **Objective** | **Action** | **Success Criteria** | **Who, how and when?** | **Cost** | **Monitoring** |
|  | **Access to the Curriculum** |  |  |  |  |  |
|  | To develop a variety of differentiation strategies which avoid putting ceilings on children’s learning | * Enable children to select the level of challenge in a lesson where possible * Encourage children to challenge themselves and to take a ‘have a go’ attitude, with increasing self-awareness about appropriate levels * INSET – Shirley Clarke training day, GM visit to other Outstanding schools | * Children will all access the curriculum successfully and make good progress | * End of year and ongoing assessments * Work in books * School scrutiny etc | * monitoring time – throughout appraisal and governor visit system * locality INSET day – Shirley Clarke – locality funded * funding for GM to travel and be out of school | * Class teachers and HT to monitor and evaluate, with governor involvement |
|  | To develop our SEN & differentiation practice | * Only remove children for support when there is no other option: support in class wherever possible, maintaining self-esteem * Refer to Ed Psych advice * Revisit Dyslexia friendly School documents/file * Develop practice in metacognition | * SEN children will all access the curriculum successfully and make good progress * Sen children will only be removed from classes for support infrequently | * teaching staff, support staff and SENCO * ongoing plans and timetables | * some additional SEN staffing budget costs – see budget | * Governors and SENCO/HT through visits and monitoring meetings |
|  | To develop access to learning for pupil premium children | * Develop a PP Statement * Appoint a member of staff to hold this responsibility * Build communication with parents * Develop strategies for identification * Access staff training and disseminate * Develop a whole school record system | * PP statement on website * S Johnson has PP responsibility * Teaching staff and HT know the families and children well * School has information about eligibility to PP * Staff are knowledgeable on how to identify and address barriers to learning | * School teaching staff, PP leader, HT | * Lead teacher has a leadership responsibility for this within salary | * Governors and SENCO/HT through visits and monitoring meetings |
|  | **Access to the Learning Environment** |  |  |  |  |  |
|  | * To improve access to appropriate cloakroom facilities | * Draw up plans for remodelling * Fund raise for remodelling * Access funds from WSCC for condition and accessibility aspects * Remodel the building | * All pupils and visitors will access cloakroom facilities * All pupils’ and visitors’ personal belongings will be stored accessibly, safely and hygienically (toilets and cloakrooms/lunch storage will be separate) * Toilet areas will be central, welcoming and fresh, warm, dry and hygienic * One, central, ‘accessible’ toilet will be available for pupils with changing facilities | * Governors, WSCC, HT/Business Manager * Project Manager/   company employed   * PTA fundraising * Summer 2016 | * To be confirmed as part of the planning process – WSCC to cover some aspects of condition and accessibility | * GB – informed by a working party of GB members and key staff |
|  | * To improve access to our outside areas | As above | * All pupils and visitors have direct access to our safeguarded outdoor area, within the school boundaries * pupils will be able to get from the classroom to the outdoor area via a short, accessible, visible route * routes around school will be accessible for wheelchair users etc | As above | As above | As above |
|  | * To improve the flow of people moving around school | as above | * The need to move around the school corridors will be reduced * Emergency routes out of school will be more ‘accessible’ | As above | As above | As above |
|  | * To improve the reception area for pupils, staff and visitors | As above | * A welcoming, accessible and safe entrance for all * A separate visitor/office reception area * Display areas will inform and impress visitors * Space will be available for waiting * The need for pupil access to this area will be minimised which will improve safety * Security in school will be improved | As above | As above | As above |
|  | * To improve the office/admin spaces | As above | * HT and office staff will be closer and able to work more effectively * working areas will have sufficient work and storage space * Office communication will improve for HT & office staff * Storage and admin will be streamlined, removing duplication | As above | As above | As above |
|  | * To improve light quality in school * To improve colours in décor for visually impaired pupils | * Lights/conservatory roof to be cleaned | * Maple classroom and the corridors will have more natural light via roof windows/sky lights * Lights/conservatory roof clean * All rooms/corridors will have recommended colour schemes | As above | As above | As above |
|  | * to improve emergency access etc for those with limited mobility | * assign all those with limited mobility receive support from school staff/adults/pupils | those with limited mobility are supported appropriately, including in emergency evacuation | As above | As above | As above |
| 3 | **Access to Information** |  |  |  |  |  |
|  | To ensure all appropriate school information is available on the school website  (other information sources are updated regularly) | * regular, at least half termly updating meetings * PTA Facebook page to be trialled | * website will be up to date with policies and information | * LB/MS/GM * Governors | * Staff time – about one day per half term for two staff | As above |
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