**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
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|  | 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
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|  | **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
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|  | * 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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