ALTRINCHAM CE AIDED PRIMARY SCHOOL

SCHOOL ACCESSIBILITY PLAN

MISSION STATEMENT
To work in partnership with parents and the churches, to nurture children in the Christian faith and to provide them with the best possible educational opportunities.

Introduction
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:

*not to treat disabled pupils less favourably for a reason related to their disability;

*to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;

*to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the 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:

*increasing the extent to which disabled pupils can participate in the school curriculum;

*improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

*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 and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Starting points

***The purpose and direction of the school's plan: vision and values**
Altrincham CE Aided Primary School aims to remove barriers to disabled pupils in every area of school life. High ambitions are set for disabled pupils and there is an expectation for them to participate and achieve in every aspect of school life.

***Information from pupil data and school audit**

The school accessibility plan is supported through gathering sound information and data. It is through examination of this data (SIMS/ PAT) systems that priorities will be identified and included in plans and as such increase access for disabled pupils. The school will also use the OFSTED framework for checking evidence of the impact of school policies on pupils.

Information is supplemented through:

- pupil attendance monitoring and school exclusion data.
- disabled pupils already in school
- SEN data informing the school of disabled pupils entering school
- The school taking action to improve access to all areas of the curriculum, including, PE for pupils with physical impairment, humanities for pupils with learning difficulties, disabled pupils participating in extracurricular activities, after school clubs, school trips and residential school trips.
- The school plans include access to all areas for disabled pupils, and monitors any forthcoming changes through the arrival of new pupils.
- Careful consideration of these issues is made through school improvement planning setting clear priorities for the School's Accessibility Plan.

- The SEN annual review statements and termly meetings with parents, staff SENCO and Head), pupils and the Learning Support and Special Support Services where the needs of pupils are re-assessed and reasonable adjustments are considered

*Outcomes for disabled pupils.

- The achievements for disabled pupils are monitored through observation, work samples, school reports, termly meetings with parents and external agencies, pupil target monitoring, and Pupil Achievement Tracker.
- A detailed analysis of outcome data for disabled pupils included:
    - End of Key Stage results
    - Class marking Teacher Assessment
    - Comparable progress measured by the optional SATs
    - Achievements in extracurricular activities
    - Outcomes under the '

Working with the LEA
- The school will seek the advice and support of LEA as and when appropriate for pupils with a disability.
- Data from the End of Key Stage results and the PLASC report will inform the school improvement process

2. The National Picture
- National Benchmarking Data provides comparative on pupils with disability currently in school. This is turn will inform school planning

*Views of those consulted during the development of the plan

Identify problems with access for disabled pupils
Consult with parents, external agencies, staff, SENCO, and School Governors in promoting a solution based approach.
The School will aim to set priorities within the plan

- Seeking support for the school's plan.
- Improve working relationships between school, disabled pupils and their parents.
- Ensure that the plan is co-ordinated with the Local Authority's strategy.
- Relevant stakeholders include disabled pupils and their parents.

Through the Consultation the school will seek to identify;

- Problems in access for disabled pupils
- The most effective ways of removing barriers for disabled pupils
- A solutions based approach
- Priorities within the plan
- mprove working relationships between school, disabled pupils and their parents.

The school will consult with the Local Authority in sharing the School's Access Plan, i.e. Training needs for staff; the availability of funding through the School's Access initiative. The school will liaise with other local organisations to provide support and advice in reducing barriers that reduce access.

The main priorities in the school's plan

The School Access Plan includes proposals
- to increase access to the curriculum for disabled pupils
- to make improvements to the physical environment to the school to increase access to education and associated services.
- To make improvements in the provision of information for disabled pupils (where it is provided in writing for pupils who are not disabled).

*Increasing the extent to which disabled pupils can participate in the school curriculum

The school will review and consult reasonable adjustments and planning duties to increase access to the curriculum for disabled pupils.

- Individual adjustments will be added in to future planning to enable a gradual adjustment to the curriculum offered to the pupil
- Building accessibility considerations into all new curriculum development work
- The school will develop a planned approach to increase access to different areas of the curriculum over a three year plan

Barriers -The identification of barriers need to take place at different levels

- School
- Subject
- Class level

The school will give priority to developing access in areas where disabled pupils are underrepresented and/or underachieving.

Access to areas of the curriculum for particular groups of disabled pupils include

- PE for pupils with physical impairment]
- Sex education for pupils with inherited conditions
- Music for pupils with a hearing impairment

In sensitive or specialised area the school will seek support from pupils, parents, Support Services, and other agencies.

Curriculum Development -Investment in resources if it is to sustainable will include:

- A focus on medium term planning at the level of schemes of work
- A clear assessment of the National Curriculum levels
- The deployment of learning support
- Team working within the school and sharing with other schools
- Annual curriculum planning review

Roles and responsibilities (curriculum)

Priorities to be outlined in the school improvement plan and effectively monitored and reviewed

- Improving curriculum access to the curriculum will ensure high quality teaching and learning for all
- A review of the SENCO's role in curriculum development is a priority in the school's plan
- Learning Support will connect disabled pupils to the curriculum, support the development of independence and promote social interaction

Timetabling

The school will provide an overall timetable for disabled pupils' curriculum development, and timetabling will need to take into account

- Differentiation in different strands of the curriculum
- Carefully monitored withdrawal sessions
- The provision of therapies

Accessibility

The plan will include improved access to learning for disabled pupils and become part of the development of teaching and learning across the school

How?
- High expectations
- Target setting and monitoring

- Schemes of work and plans whilst checking for accessibility at each curriculum review / school improvement plan
- Professional development and support for all staff on classroom practice and specific disability issues

The Wider Curriculum
- The school will adopt an inclusive approach to the participation of disabled pupils on school trips, after school clubs, and residential school trips.

The participation of disabled pupils in these activities will be monitored

*__Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:__

The school will plan improvements to the physical environment to improve access for disabled pupils. An environment that welcomes diversity and difference. Different aspects of school life include:

- Assembly halls
- Corridors
- Playgrounds
- Classrooms
- Personal care
- Storage
- Driveways
- Offsite provision that the school will use (i.e. school trips)

Identifying Barriers

The school will plan for provision of specialist equipment i.e. enlarged computer screens, keyboards, photocopy enlarging facilities, chairs and portable aids.

- The school will undertake annually and audit of the school environment considering aspects of the environments for pupils with different impairments
- The school will consult with pupils on the priorities set out in the school's accessibility plan
- With the support of an external consultant carry out an audit of the school (Special School Support TMBC) services annual audit

The school will co-ordinate with the Local Authority in planning major Capital Projects which require School Access Initiative funding / or LC VAP funding.
The school will allocate amounts of money available to school for Capital Works through the DFC (devolved formula capital) funding

*__Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:__

Identifying Barriers

School considerations will relate to information provided for pupils such as

- Homework
- Timetables
- Worksheets
- Teacher feedback and marking of work
- Notices
- Tests and examinations

The school will plan tom make information available in different formats. These include

- Audio taping
- Enlarging print
- Simplifying language

- Using picture/symbol language

The school will annually review its marking and assessment policies for accessibility. Pupils who use more specialised formats i.e. Braille, time will be given to translate materials before the lesson. Time will be allocated for the development of new materials.

3. Making it happen

The school published its accessibility plan annually on 1st April 2006. The plan will be renewable every 3 years. This disability and equality scheme will be reviewed annually and the school will include a report in the school prospectus.

****Management, coordination and implementation**

- All staff will be aware of the discrimination duties as they apply to this school
- All staff have a commitment to removing barriers and increasing access as prioritised in the inclusive approach identified in School Improvement Plan
- The school will deploy appropriate support from within and beyond the school (i.e. Special Support Service)
- The school will provide appropriate in-service for staff in specialist areas when appropriate (Makaton, Dyslexia, etc.)

The Governing Body, in reviewing this policy, shall consider the following

- The school's visions and values for disabled pupils
- On how the plan is being implemented and making a difference
- A variety of evidence that can be used in the evaluation of the plan
- Reporting to, parents of the success of the plan.

Outcomes and priorities from the School Access Plan review will be considered for inclusion in the annual School Improvement Plan

****Getting hold of the school's plan**

Hard copies of the school's accessibility plan will be available from the school office

School Governors' Equality Statement:

Race, disability, gender, religious beliefs and sexual orientation equality are included as an explicit aim in all of the School's policies and key documents.

EQUAL OPPORTUNITIES/ INCLUSION

The School Mission Statement requires the School to examine the values transmitted, either intentionally or unintentionally, to pupils and to ensure that the curriculum, organisation, ethos and attitudes provide all pupils with equal opportunity for educational achievement. The Governing Body will therefore seek to ensure that all pupils in the school have equal access to a broad and balanced curriculum and that the specific needs of pupils are met to ensure equality of access.

The practices and procedures followed are as outlined in the school policies on Equal Opportunities and School Inclusion. This includes planning to meet the needs of both boys and girls, children with special educational needs (SEN), children who are more able, children with disabilities, children from all social, cultural and religious backgrounds, children of different ethnic groups including, and children from diverse linguistic backgrounds.

The school strives to provide a safe environment, free from harassment and discrimination, in which children's contributions are valued and where racial, religious, disability and gender stereotypes are challenged.

Policy agreed…………………………………date

Signature of Head teacher……………………………………………………

Signature of Chair of School Governors……………………………………

ALTRINCHAM CE AIDED PRIMARY SCHOOL

SCHOOL ACCESS PLAN 2013-2015

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short term	**Review ICT resources.** Classroom provision / Library machine ICT Suite software, scanners, and printers	To raise awareness of teaching staff and classroom assistants, office staff. School Govs., parents and visitors -to the availability within school to provide appropriate resources to assist the visually impaired	Provision to produce written material in alternative formats- pc software.	2014	Written Information in alternative formats.
	Review medical accommodation provision, Changing facilities, storage, washing and bed.	To review and include provision in the School Buildings Development Plan for the individual needs of SEN pupils. Wheelchair access-ramps / door widths Medical Room facilities.	Buildings development Plan -review	2015	Curriculum Support in place for pupil needs.
	Buildings Dev Plan 2014 review/ risk assessment wheel chair access ramps condition, hand rails	Suitability Survey Review Electrical Survey recommendations implemented.	Building Development Plan 2013/14	2013	Review Recommendations Lighting improvements. Planning School Access completed Pupil Support for SEN in place Increased Key Stage 2 Library Accommodation
	New Library Development	Review Building Projects Improvements to school working environment Consultants- Altrincham- access planned for	Capital Bids 2014/ 2015/ 2016	2015	

	Classroom accommodation Resource smaller groups of pupils– class size KS2 ICT Software review …hearing impairment. Suitable SEN classroom resources	SEN Support reviewed 2013/15 - Complete review of existing 'Changing Provision'	ICT Software SEN provision EY, Key Stages 1 and 2.		
Medium term	• School Risk Assessments reviewed completed • Health and safety review • Pupil Statement Needs met	Health and Safety Log Complete Annual SEN audit	School Governors agreed action Statement review- identified pupil needs.	On-going	Annual Review of Access Initiatives in place
	School Governors agree Development Plans….Action Plan and expenditure	Access Initiatives agreed.	Include in School Buildings Action Plan	2014	School Governors prioritise Access Initiatives
Long term	Consider traffic on site the safety of pedestrians with impaired sight, kerbs, white line marking, lighting	Health and Safety Review	Safety of pedestrians. School Parking arrangements- Staff / Visitors	2013-2015	Building Development Plan Agreed
	Hearing Impairment	Installing microphone and aid hardware in reception area	Removing barriers for deaf visitors.	2015	
	Wheelchair Ramps	Improved wheelchair access to the sports field	Accessibility to and from the field, suitable for wheelchair access.	2015	Concrete ramp/hand rail-condition review.

SCHOOL ACCESSIBILITY PLAN
2013- 2015

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
PHYSICAL ACCESS *Priority* - to meet the needs of pupils on roll.	To ensure that planned refurbishment meets the requirement for pupils with disability – lacking dexterity and strength. • Secure entrance, large enough for wheelchair access and movement. • Staffroom/ library – large enough for wheelchair movement.	Planned use of capital. Secure bids for Capital and Voluntary Aided 10% School budget Capital Projects	Accessible and secured school entrance. Appropriate resources in place.	2015 SDP/SIP	
	To provide accessible and safe places where children can play and socialise. Playground and school field access. Pathway - school Council project.	Liaise with LEA to identify resource provision. LEA support induction programme for pupils.	Pupils with disability are able to access areas as a result of the provision of smooth surfaces and pathways without any hazards or obstacles (uneven ground and drains).	2015.	
Necessary - *works* to provide appropriate facilities for inclusion. *Desirable*	.		Appropriate facilities for all people (including community).	2015 2015	

		EVERY CHILD MATTERS ENJOY AND ACHIEVE			
CURRICULUM ACCESS					
Necessary	To ensure a pupil with SEN can hear fully.	Install a sound loop system to improve acoustics.	Pupil able to hear fully as a result of improved acoustics.	2015	
Essential - to meet statutory requirements.	To provide CPD for TA's so they can fully support pupils with SEN.	Plan training - ILS, ALS, ELS, FLS. ICT, Maths.	Effective support provision for pupils with SEN.	2013-2015	
EY Outdoor play area	Review EY Outdoor Area provision • Nursery • Reception class	ECM Agenda Safe access	A safe outdoor EY learning environment	2013	
ACCESS TO INFORMATION *Desirable* *Necessary*	Update Library Catalogue ICT to access information in the library. Teaching base- lower juniors construction Audit accessibility for identified groups (e.g. Ethnic minority). Seek parental opinion of accessibility for pupils with disability. Class size review- limit 30 pupils	ICT aiding access to information. Class size Liaise as appropriate with EMAS. Meetings with parents, LEA & Occupational Therapist. Access to curriculum in appropriate teaching and learning environment	Pupils can quickly and effectively access books and information. Parents have access to relevant information. Appropriate resources remain in place for pupils with disability.	2013 – 2015 As appropriate. Annual review & termly meetings to monitor and review. Capital Bid 2013 / 2015	Class size limit 30 pupils

This plan is monitored and evaluated by the Head teacher /SENCO and Governors. Targets are set and prioritised as appropriate.

Reasonable Adjustments – Planning Extracts – Implementing DDA

	Foundation Stage	
FS1	use of specialist information technology equipment use of adapted equipment written materials provided in a larger font verbal commentary on views from coach window	
FS2	timetabling of TA use of specially designed play equipment use of specialist equipment use of TA planning of the lesson with floor based activities to include all pupils	
FS3	staff given impairment specific training from outside agencies prior to admission differentiated activities resources carefully planned to meet all needs	
FS4	use of advice from outside agencies adapted activities for Sports Day planning for admission, use of mother and toddler group weekly visits from outside agencies after admission	
FS5	use of TA to support pupils' choice of play equipment celebration of difference to help children understand each other's needs use of specialist equipment part-time attendance counting through song and rhyme	
FS6	staff adapt to meet pupils needs which change daily use of TA use of eye pointing to communicate use of visual signs training and advice from health care professionals liaison between TA and teacher to adapt activities, evaluate and ensure pupil progress local special school advises on suitable information technology equipment	
FS7	TA visited pupil in nursery in advance all staff trained in sign language training to meet medical needs staff aware of pupils' fears and adapt activities accordingly	
FS7	use of various resources to support disabled pupils use of materials with positive images of disabled people	

	Key Stages 1 & 2	
PS1	staff training from voluntary organisation use of pictorial communication system working closely with outside agencies willingness to investigate all avenues of support use of TA to support communication use of laptop and specialist software to record work use of microphone TA timetabled to watch child at breaks, unobtrusively	

	flexible timetable daily consultation with parents use of peer mentoring scheme appointment of TA who can support child's health needs development of outreach links with two special schools use of equipment for child that also benefits others staff evaluate, adjust practice, try new approaches working closely with parents to understand pupils better use of specialist equipment to support individual learning style	
PS2	school is committed to taking all children from the locality SENCO with time to liaise with outside agencies and support staff staff supported by training, resources and advice changes in timing of TA support SENCO leads teaching and learning policy for all use of physical activities to support learning parents of disabled pupils meet TAs informally time for teachers and TAs to plan and share ideas pupils review their progress through learning logs and individual education plans SENCO invites outside agencies into the school changes to TA timetables to encourage independence changing the amount of work and the time to complete it use of sloping writing board and scribe use of game to develop knowledge of computer keyboard development of a 'can do' ethos disabled pupils are part of everything the school does	
PS3	ethos celebrates diversity and welcomes all pupils a wide curriculum gives more opportunities for success use of writing wedge development of pupils' attitudes through values curriculum Year 6 trained to be mentors to Year 1 pupils at break-times friendship bench to support vulnerable pupils at breaks development of peer support changes to strategies as needs change use of calming time out of the classroom with TA teacher and class work together to provide positive support targeted work with small groups strategies to boost self-esteem adjustments to pupil groupings	
PS4	images of disabled people included in teaching materials training from outside agencies, parents, disabled people solution-focused problem-solving group for teachers regular review of strategies agreed by teachers	
PS4	fortnightly team meeting time for TAs and teachers to plan together regularly	
PS4	working with external agencies tracking of pupils' progress using P Levels	
PS4	consultation with professionals, pupil and parents pupil attends part of review meeting peer support and involvement in co-ordination exercise use of visual reading scheme	
PS4	withdrawal of pupils for small, intensive group work regular liaison with class teachers and parents	
PS4	Year 6 pupil unobtrusively supported by TA older pupil provides positive role model	
PS4	Year 3 class learn signs prior to child's admission to class teachers learn a sign a week and teach it to their class	

PS4	Action Plans used with parent on admission sharing of knowledge gained from MAP with all staff establishing friendship group small group work on coordination	
PS5	pupil advice incorporated into curriculum planning early preparation for transition to secondary school touch typing lessons visits to new school over 18 months	
PS5	informal nurture group sessions 'Changing faces' worked with teachers on dealing with pupil curiosity about child's impairment consultation with child on issues that might upset her early planning with High School for transfer	
PS5	multi-agency group worked with parents to develop sex education materials to meet the needs of disabled pupils promoting teaching strategies for pupils with learning difficulties: saying no, public and private parts of the body	
PS5	parent-teacher working group on disabled pupils, PSHE and sex education role models across the curriculum for disabled pupils self-esteem addressed across the curriculum anticipating issues in sex education for disabled pupils examining curriculum areas where special consideration is needed: science, genetics	
PS6	use of repetition to reinforce language concrete activity organisation of the curriculum activity-based approach	
PS6	differentiated work with concrete activities LD presentation of work in different forms use of teaching assistant in 1:1 support	
PS6	planning with TAs pupils have choice of questions pupils have choice of equipment	
PS6	circle of friends established TA has early break in order to support in the playground other pupils providing role models flexible use of own class, other classes, withdrawal groups child given time to tell a joke teaching assistant goes in pool	
PS6	liaison with parents and outside agencies use of visual timetable flexible use of workstation social skills programme and circle time support child teacher makes links between day's activities use of timed tasks	
PS6	parallel activity consultation with pupil skills-based approach to the curriculum use of hearing interpreter use of wooden frame to support sewing use of teaching assistants – encouraging independence by standing back full participation in activity with peers	
PS7	planning with TAs use of portable word processor	
PS7	use of signs and symbols the silent cheer use of mobile work station use of specialist keyboards and overlays	

PS7	cut out cardboard hand to get the teacher's attention use of laptop	
PS7	classroom laid out with wide aisles use of an wheelchair table and height adjustable table use of a hoist to allow participation in floor based activities resources located within reach	
PS7	use of hoist to support participation use of group work and work in pairs planning between curriculum support teacher and TA	
PS7	small groups to develop communication skills and signing buddy pairs providing a choice between two items to enable eye-pointing use of music to support communication	
PS7	whole school learns signed song teacher is learning sign language	
PS7	TAs nurture peer support TAs support the development of independence local visits for language enrichment	
PS7	teacher sits in good light use of specialist equipment such as microphone close liaison between school and parents use of TA to support development of language skills	
PS7	staff training on dyslexia good liaison between school staff and parents use of voice activated software use of laptop	
PS7	use of support from information technology specialist use of predictive text software	
PS7	positioning of coat pegs information from mother and Restricted Growth Association SENCO provides positive role model for disabled pupils	
PS7	structured programme developed with SALT training cascaded to support staff	
PS7	support provided in a range of ways in and out of class specialist tool boxes for TA's	
PS7	use of ICT: CCTV and networked interactive whiteboard liaison with Visually Impaired Services use of sloping writing frame and bolder pens A3 worksheets provided in two pages of A4 format exercise book with wider lines choice of buddy to work with pupil other pupils encouraged to accept difference	
PS8	creation of an ethos that welcomes all pupils staff training in anticipation of entry to school planning of adaptations to benefit other disabled pupils timetabling of physio on site cascading of training from physiotherapist training to use electric wheelchair with obstacle course taught mainly in class, with occasional times out of class development of responsibility through Year 6 jobs range of communication strategies visits to shops to develop vocabulary and life skills differentiation planned by teacher and TA working with outside agencies recognition and valuing of achievement at all levels other pupils encouraged to ask pupil about her activities photographer arranged to fit with individual timetable transition process starts a year early for disabled pupils	

	effective use of home school liaison books	
PS8	close working between the head teachers of the two schools location of resource base at heart of school	
PS8	staff share concerns at an open forum, support provided staff plan and differentiate materials together slow building of length of sessions and numbers of pupils	
PS8	use of sign language use of visual materials differentiated activities	
PS9	links with outside agencies weekly sign communication lessons for all deaf instructors provide role model deaf instructors provide specific vocabulary to communication support workers timetabling allows for dual-communication lessons materials adapted to provide a visual curriculum TAs learn sign language and regularly update vocabulary support for teachers for communication small group work to develop language skills and confidence adapted layout of classroom planning and review time built into meeting schedules pro-active approach to identifying pupil needs early positive promotion of peer interaction teaching group work skill timetabled use of Pupil Development Centre use of calm area for pupils with behavioural difficulties work with CAMHS	