

CHORLEYWOOD PRIMARY SCHOOL - ACCESSIBILITY PLAN 2018

Aim - to ensure that any child, parent and member of staff is included fully within the school and all barriers to learning or access are removed

Current Practice to ensure pupil access to school and the curriculum

- **Highly effective Partnership with professionals to reduce barriers to learning**
- **Disabled toilet**
- **Ramp access to the reception area**
- **Use of tape and yellow paint on steps to support visual impairment**
- **Disabled parking bay**
- **1-2-1 TA support for specific pupils to support their access to the curriculum**
- **Pupil Learning Walks to ensure the physical environment is accessible for pupils**
- **Pupil consultations with pupils with disabilities and Special Educational Needs**
- **Health Care Plans created with parents**
- **Access arrangements for internal and external examinations - e.g. additional time, enlarged papers, scribe, reader**
- **Close partnership with professional supporting our pupils e.g. Hearing Impairment Team, Visual Impairment Team, SALT, EP, behavioural support and the School Nurse, Specific Learning Difficulties Base (Laurance Haines)**

- Provide training for staff to ensure that they can appropriately support pupils eg Makaton, diabetes, braille machine, sighted guide
- Specific provision made and appropriate equipment purchased as necessary to enhance pupil access to the curriculum
- To ensure that the curriculum is differentiated as required to meet the individual needs of pupils whilst still ensuring challenge for all pupils regardless of their starting points
- Termly review, in partnership with parents, of individualised accessibility needs, recorded on Pupil Passport and Individual Provision Plan (IPP)

	Targets	Strategies	Outcome	When	Goals Achieved	Costs
Short/ medium term	Provision of written material in alternative formats	Explore provision in Braille, large print, audio tape, video tape, identify which items of written material will be provided	School able to meet need for alternatives if required	As requested	Provision of information to visually impaired pupils/parents improved	Nil
	Improve school's ability to accept mobility impaired pupils at short notice if required	Prepare contingency plans identifying how to source items such as temporary ramps; prioritise at least one entrance to be made wheelchair accessible – <i>Now responsibility of LA</i>	School enabled to give positive response to disabled children seeking admission	As LA work allows	Physical access to school increased	Not yet known
	Teaching staff and Teaching Assistants trained in awareness of needs of disabled pupils	Work with professionals involved to access appropriate training as necessary	Teachers better able to meet needs of disabled children to access all parts of the curriculum	ongoing	Increase in access to the curriculum	Not yet known
	Ability to provide appropriate equipment for disabled pupils and parents	INCo to identify, via LA or independent suppliers, how to obtain advice and specialised IT equipment, classroom resources etc – <i>e.g. adapted mouse, ramp for writing etc</i>	School able to acquire equipment quickly when needs arise	As need arises	Increase in access to the curriculum	Nil
	To ensure disabled parents can access the school at all times	Make special arrangements for productions and parents' evenings	Parents to be able to attend all events		Positive feedback from parents	Nil

	Ensure school's ethos reflects a positive attitude to inclusion of children with disabilities	Add statement on Accessibility to prospectus and website. Consider implementing a 'buddying' system if need arises	Present and prospective pupils with disabilities feel welcome and appropriately supported	February 2016	Inclusion in embedded	Nil
	High expectations of all pupils	Monitored through lesson observations and pupil progress data	Good pupil progress for all pupils	ongoing	All pupils appropriately challenged to accelerate progress	Time

	Targets	Strategies	Outcome	When	Goals Achieved	Costs
Long term	To ensure that all prospective pupils are able to access the physical environment and the curriculum	<ul style="list-style-type: none"> work closely with the pupil and their parents to ensure that their needs are met work closely with professional involved 	Respond to the individual needs of pupils as situations arise	ongoing	All pupils to be able to access the building and curriculum	-