

St Anne's C of E (A) Accessibility Plan

This accessibility plan acknowledges matters of:

Physical Access

- Safe access and exit for all

Access to information

- On line access
- Community access
- Out of hours access
- Access to services / support elsewhere in the community

Access to the curriculum

- School based curriculum
- Out of hours curriculum including school visits and residential visits

Physical Access: Safe Access and Exit for all

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Access: To be aware of the access needs of all children, staff, governors and parents/carers	Gather data around access needs at the point when a child begins at the school Create access plans for individuals as required	Annually or as required	Office Manager in partnership with Reception team.	Individual, relevant and current information is gathered and shared as required so that all needs are met.

Ensure all staff & governors and other volunteers / visitors to the school are aware of access issues	Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school. Include the accessibility plan as part of induction	September (annually) As required	HT and Inclusion Manager HT/SBM	
Ensure everyone has access	Ensure that nothing is preventing access for all	Daily check to ensure the area in clear of obstructions	School caretaker, HT and Admin staff	All visitors feel welcome.
Maintain safe access for all	Check exterior lighting is working on a regular basis	Ongoing checks – 3 monthly	School caretaker, SBM, HT	Everyone feels safe and can gain access safely into the school grounds
Exits: Ensure all disabled or impaired people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils.	As required	HT and Inclusion Manager	All pupils and staff working with them are safe
Ensure that the school passes it's Fire Safety Audit	Ensure staff are fully trained and	Daily	All staff/Headteacher	All personnel and pupils have safe independent exits from school

including training for staff up to date, equipment checks are regular and defect equipment is replaced.	aware of their duties.			
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Online and community access

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Website is compliant with statutory regulations.	Annual Website audit by governors fed back and actioned by staff responsible.	Annual check by SDC governors Standard item at SDC once per term	SDC and HT HT / SBM	Compliant website
Allow community access to school IT equipment under supervision and upon request.	Advertise the use of the IT area on the newsletter.	Once per term on newsletter	HT / Office Manager	Fair access opportunities
Support families as required to upskill their IT capabilities upon request	Provide opportunities for parents to come in to school and use the IT equipment during the school day under supervision.	Timetabled slot in IT area once per fortnight starting January 2016	HT / ICT Co	Fair access opportunities
Provide links to local community access upon request via the school offices	Use the school website to advertise local groups	Ongoing	HT / Office Manager	Fair access opportunities

School based curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Curriculum adjustments ensure fair access for all.	Consider the needs of all pupils in the class when planning lessons adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc... - With consideration for	As required in response to pupil need	HT and all staff	All pupils access fully the curriculum provided Structured conversations as appropriate between parents and carers.

	those children with general and specific learning difficulties			
Ensure teaching and learning methods and environment support children with speech impairment	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. TA to administer specific programme as required through liaison with Speech Therapy Service.	As required in response to pupil need	Inclusion Manager	
Ensure teaching and learning methods and environment support children with hearing impairment	Quiet classroom, front facing to the teacher, clear enunciation. TA to support following guidance from Auditory Support Service.	As required in response to pupil need	Inclusion Manager	
Ensure teaching and learning methods and environment support children with visual impairment	Child faces board, glasses worn. Modified print.	As required in response to pupil need	Inclusion Manager	
Ensure teaching and learning methods and environment support children with impaired mobility(not wheelchair user)	Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards. Walking rule in school.	TA support as required e.g splints	Inclusion Manager in consultation with outside agencies	
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps as required. Walking rule in school.	TA support as required	Inclusion Manager in consultation with outside agencies	
Ensure teaching and	Layout of classroom, link adult, time	TA as required.	Liaison with Inclusion	

learning methods and environment support children with emotional and behavioural difficulties	out activities and cool down space.	Support from play therapist. Visual timetable. Lear targets	Manager incorporating guidance from Lead Behaviour training.	
Ensure teaching and learning methods and environment support children with diagnosed medical conditions eg asthma, allergies	Accessibility of medication. Awareness of staff when planning D/T Science activities.	Awareness for the subject specific lessons and PE.	Classteacher in partnership with Inclusion Manager	
Necessary provision is in place to allow all pupils to access extra-curricular opportunities	Pre preparation meeting s with parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc...	As required in response to pupil need	HT and all staff	