**Wath Central Primary School**

**Accessibility Plan 2019 - 2020**

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plans, over time, look to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

It will look to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

It will look to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include letters and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. Where an interpreter is required we will contact relevant agencies to support us with this.

Below is our Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis. We acknowledge that there is a need to continually raise staff awareness and offer training for staff and governors in the matter of disability discrimination.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

* Curriculum
* Equal Opportunities
* Staff Development
* Health & Safety
* Inclusion
* Behaviour Management
* School Improvement Plan
* School Prospectus and Mission Statement

Reviewed and updated June 2019

**Wath Central Primary School Accessibility Plan**

1. **IMPROVING THE CURRICULUM ACCESS**

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| **TARGET** | **STRATEGY** | **OUTCOME** | **TIMEFRAME** | **ACHIEVEMENT** |
| Ensure appropriatetraining for staff who teach children with a hearing impairment | Liaise with Hearing Impaired Service teacher. | All staff have a clear understanding ofthe needs of hearing impaired children and how to ensure the curriculum is fully accessible tothem. | Ongoing involvementas appropriate with regular reviews from the HI service | Hearing impairedchildrensuccessfullyincluded in all aspects of schoollife. |
| Training for staff in the identification of and teaching children with, Attachment Disorder and other specific learning difficulties. | Relevant staff attends appropriate training.Outreach provision from external agencies (Trish Bowler & Tanya Moore).Development of the nurture provision ‘The Den’ to facilitate learning.  | All staff are familiar with the criteria for identifying specificneeds and how best to support these children in the classroom. | Ongoing  | Children with Attachment are successfully included in all aspects of school life. |
| Ensure appropriatetraining for staff who teach children with a speech and language difficulties. | Liaise with SALT therapist (Rachael Smith) on a fortnightly basis.Trained TAs to deliver appropriate SALT interventions. | All staff have a clear understanding ofthe needs of children with SALT difficulties and how to ensure thecurriculum is fully accessible tothem. | Ongoing involvementas appropriate | SALT children successfullyincluded in allaspects of schoollife. |
| Classrooms areoptimally organised to promote theparticipation andindependence of allpupil | Review layout offurniture and equipment to support the learning process in individual classes. Use of visual timetables across the school. | Lessons start on time without the need to make adjustments toaccommodate the needs of individual pupils. Children haveeasy access to a range of resources to support their learning. | Ongoing | All pupils haveaccess to theNational Curriculum. |
| Ensure all children on SEN list have specific targets in place and all pupils at Formal Level or above have an ISP/LSP. | Targets, ISPs and LSP for all children reviewed termly. | Targets, IEPs and LSPs are up to date and form a key part of the planning process for all pupils. | Ongoing | Targets, IEPs and LSPs are in place to support the needs of individual children. |

**b) IMPROVING THE DELIVERY OF WRITTEN AND/OR VERBAL INFORMATION**

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| **TARGET** | **STRATEGY** | **OUTCOME** | **TIMEFRAME** | **ACHIEVEMENT** |
| Availability of written material in alternative formats. | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes. | Ongoing | Delivery of information to pupils and parents/carers improved. |
| Make available school prospectus, school newsletters and other information for parents in alternative formats. | Review all current school publications and promote the availability in different formats for those that require it. | All school information available for all. School information published on school website and updated regularly. | Ongoing | Delivery of school information to parents and the local community improved. |
| Discuss the quality of communication at the Parent Forum meetings. | Include school communication in the Parent Forum agenda.  | School is more aware of the opinions of parents and acts on this. | Starting September 2016 and ongoing throughout the academic year.  | Parental opinion is gathered and action taken appropriately. |
| Parents who speak English as a second language will be offered access to an interpreter.  | School to sign up to interpretation service and use as required.  | Improved communication between school and parents who speak another language.  | As required | Communication improved between school and parents.  |

1. **PHYSICAL ACCESS**

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| **TARGET** | **STRATEGY** | **OUTCOME** | **TIMEFRAME** | **ACHIEVEMENT** |
| To ensure all equipment in school to aid people with disabilities is maintained and checked regularly e.g. electronic lifts. | To ensure there is a regular programme for specific maintenance checks.  | All equipment maintained and in good working order.  | Ongoing | All equipment is safe and in working order.  |