



ACCESSIBILITY POLICY

Version Control		
Date	Version	Comments
01/09/22	V2.0	Control feedback sought



Document Edition	Section	Details of change
2022-2023 September	All sections	Updates to format Update to logo

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Area A: Strategic direction, monitoring and evaluation				
Actions	Persons responsible	Timescale	Resources	Success criteria, impact on achievement
1. Governors review school culture, policies and practices by use of index for inclusion	Chair of Governors	Ongoing	Half termly meetings 20 hours per annum for admin support for surveys etc	Accessibility plan targets achieved Increased progress for all pupils using personal; targets Pupils with disabilities reach age appropriate levels.
2. Identified member of SLT to act as responsible person for day to day prevention of discriminations and ongoing advice to governors on discrimination	Headteacher	Ongoing	Staff time two days per term	Termly reports to governors on discrimination issues identified and action taken at school level Governors protected from liability for acts of discrimination Increased confidence/curriculum access for pupils with disabilities
3. Review school handbooks in relation to statements on disability discrimination policy and procedures.	Headteacher	Ongoing	Staff time two days per year	Governing body accepts amended policies as and when presented at main governor body meeting
4. Check disability Equality Scheme training for staff and governors	SENDCOs	Ongoing	Staff meeting Support staff meetings Governor meeting	Governors and staff aware of social model of responsibility and their responsibilities in line with present legislation.
5. Continue to map, cost and monitor all provision available within the school	DH SENDCOs Finance Manager	Termly pupil progress meetings	9 days a term	Provision to meet of all pupils clearly identified Improved pupil access to provision All provision rigorously monitored Provision evaluated Pupil progress accelerated School attainment targets met

Area B: Improving access to the school curriculum for children with disabilities				
Actions	Persons responsible	Timescale	Resources	Success criteria, impact on achievement

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To monitor disability access issues	Governor responsible for inclusion: Darren Milgate	Ongoing	One hour termly	Governing body aware of any issues and informed related to strategic planning
Phases groups audit inclusive classroom practice	Phase leaders	Ongoing	2 phases group meetings in each term	Reports to leadership team on barriers identified at school level Clear action and targets identified for whole school development Increased access and progress for potentially disadvantages groups and individuals.
Review pupil assessments and tracking procedures to ensure small steps in pupil progress are recognises across the curriculum	DH SENDCOs	Ongoing	27 days a year (pupil progress meetings 3 days for follow up work	All teachers will use P scales and PIVATS for assessments of relevant children Small steps recorded on PIVATS and ABLLS trackers More accurate picture of progress available for all stakeholders
Review medium term curriculum plans for each subject to ensure suitable challenge is used for diverse learning needs	Curriculum AHT All subject leaders	Ongoing	12 days	Reduction of numbers of pupils who require something “additional to different from” regular provision Reduction of pupils identified as Special Needs Increased in lesson observations
Plan for wave two and wave 3 provision to be implemented throughout the school	DH SENDCOs AHT Provision Class teachers	Ongoing	Termly Pupil progress meetings	Increase school capacity to ensure curriculum entitled for all children
Review teaching and learning policy to ensure diverse learning needs and styles are taken into account in all subject areas and settings	SLT SENDCOs Curriculum AHT AHT Provision	Ongoing	SLT meetings	Quality of teaching And learning throughout the school is consistently good or outstanding

Area C: Improving access to the physical environment of school for pupils with physical disabilities

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Actions	Persons responsible	Timescale	Resources	Success criteria, impact on achievement
To continue to ensure coordinated development of access to school premises	HT DH Finance Manager	Ongoing	Termly premises meetings Staff and governor time	Targets identified for main governing to take action on within strategic plans Phased improvement in action to the school premises for school pupils and the local community
Phase audits to analyse relationship between physical environment and pupil behaviour and plan to take reasonable steps to improve conditions	Phase Leaders Premises Committee	Ongoing	Phase group meetings LMT meetings Premise committee meetings	Improved environment for the management of pupil behaviour Improved pupil attitudes and behaviour strategic use of resources
To improve the management of behaviour and the use of space at break times	Senior MMS DHT	Ongoing	Redesigning use of play spaces and equipment as appropriate Training for MMS	Higher quality play spaces for all phases Improved management and behaviour in playground Improved pupil attitudes Reduction of playground incidents

Area D: Improving the delivery of information for pupils with disabilities

Actions	Persons responsible	Timescale	Resources	Success criteria, impact on achievement
To develop the induction practises to support all new families	HSW Pastoral Support Officer	Ongoing	HSW time Pastoral support admin time	All new families receive home visits or an induction meeting
To develop the use of signing throughout the school as appropriate	SENDCOs	Ongoing	Training for staff	All contexts in school are supported with signing More children are able to successfully access provision
To ensure that all children are able to engage in receptive and expressive communication.	Class teachers Phase Leaders SENDCOs SLT	Ongoing	Phase Leader monitoring time	Seating plans that take into account children's physical and emotional needs All staff implementing agreed practises.
To establish good whole school practise in the use of visual displays	SENDCOs Phase Leaders Class teachers	Ongoing	Phase Leader monitoring time	Use of visual timetables Use of yellow paper as appropriate

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and resources to facilitate learning				Use of yellow backgrounds on interactive white board Appropriate key vocab display
To ensure important information is given presented in a range of formats	SLT Parent Governors	Ongoing		All parents are informed of events in their own language Parents have access to verbal information when appropriate
To plan and deliver workshops relating to transition	HSWs Year 6 Teachers Pastoral Officer SENDCOs SLT	Ongoing	HSW time	All parents have access to support and children are better through transition

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