

Norden Community Primary School
Accessibility Plan 2014-2017

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Introduction

The Governors and staff at Norden Community Primary School want all children to enjoy school, to be challenged to achieve their very best, and to ensure each and every child exceeds their own expectations of themselves. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of this Plan

This plan shows how Norden Community Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Increasing access for disabled pupils to the school curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of teachers in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD and monitoring for dyslexia, differentiation and recording methods	October 2014 Review October 2015 Review October 2016	SENCO / Headteacher/ Deputy Headteacher	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure support staff have specific training on disability issues	Ensure support staff have specific training on disability issues	October 2014 Review October 2015 Review October 2016	SENCO / The Deputy Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Training from multi-agencies when necessary e.g. School Health, RANS (Rochdale Additional Needs) Ensuring key strategies are put into place to make the learning environment in each class matches needs of the individuals e.g. visual timetables, wobble cushions, angled boards as required	October 2014 Review October 2015 Review October 2016	SENCO/Class teacher	All staff are aware of individual children's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible. Liaise closely with child's parents/carers to discuss how visit could be adapted e.g. on local walk, child could walk one	Ongoing	SENCO/Class teacher	All pupils are able to access all school trips and take part in a range of activities

	way and be collected by parent/carer for return journey			
Ensure disabled children can take part equally in lunchtime and before/after school activities	Discuss with staff and people running other clubs after school. Consider level of support and any adaptations necessary for child to take part	Ongoing	SENCO & Headteacher	Disabled children feel able to participate equally in out of school activities.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum policies	December 2015	SENCO/Class teacher	Gradual introduction of disability issues into all curriculum areas

Improving access to the physical environment of the school

Target	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors, parents, carers and other building users	<p>a) to create risk assessments for individual disabled children as part of the assessment of individual need. Access is also considered in the short term for children with temporary access issues e.g. broken limbs and using crutches, wheelchairs etc.</p> <p>b) to ensure staff and governors can access areas of school used meetings</p>	<p>October 2014</p> <p>Review October 2015</p> <p>Review October 2016</p>	SENCO / classteacher	Risk assessments will be in place for disabled pupils when required, and all staff will be aware of pupils' needs.

<p>Ensure the school staff & governors are aware of access issues</p>	<p>Risk assessments to be made available on the o:drive in the SEN folder; Access issues to be fed back to</p>	<p>October 2014 Review October 2015 Review October 2016</p>	<p>SENCO / classteacher</p>	<p>Risk assessments will be in place for disabled pupils when required, and all staff will be aware of pupils' needs.</p> <p>Access issues to be fed back to governors through governors SEN report at full governors' meetings</p>
<p>Ensure all disabled people can be safely evacuated</p>	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils. (PEEP)</p>	<p>October 2014* Review October 2015* Review October 2016*</p> <p>*PEEPs must be reviewed if there is any change in a pupils mobility</p>	<p>SENCO / classteacher/ Shelley Hunt (RANS)</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.</p>
<p>Ensure that fire exits around school are suitable for people with a disability</p>	<p>Fire exits to be adapted and ensure staff are aware of need to keep fire exits clear.</p>	<p>October 2015</p>	<p>Headteacher</p>	<p>All disabled personnel and pupils have safe independent exits from school</p>

Improving the delivery of written information to disabled pupils

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in “clear” English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired (possible link through you tube/external links).	October 2014* Review October 2015* Review October 2016* *to be reviewed if there is any change during year	Office School Office Website design team/SLT	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment 1-1 work (both child and class teacher) with the Visual Impairment	September 2014* *thereafter on going	Class Teacher SENCo School Office	Excellent communication Pupils are able to access the curriculum independently and

	Team (RANS)			with confidence
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and adjustments to make information accessible	December 2014 Review annually or during new staff induction	SENCo Class Teachers	Staff produce their own information
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website	December 2016	SENCo HT/DHT's School Office Website design team	Fair and equal access to information about the school