ACCESSIBILITY PLAN

COLEHILL FIRST SCHOOL

Colehill First School is a Rights Respecting School. As such it is committed to upholding children's rights and promoting their responsibilities under the UN Convention for the Rights of the Child (UNCRC). The contents of this policy are fully in keeping with this commitment.

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from April 2015 – August 2018.

2. 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.

3. Colehill First School aims to ensure the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

   - Maintain excellent 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.

   - Maintain excellent access to the **curriculum** for pupils with a disability, adapting the curriculum whenever necessary to ensure that pupils with a disability are in no way less well prepared for life than are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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.

   - Ensure the appropriate delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples include handouts, letters and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame.

4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
   - Curriculum
   - Equal Opportunities and Diversity
   - Staff Development
   - Health & Safety (including off-site safety)
   - Inclusion
   - Special Needs
   - Behaviour Management
   - School Improvement Plan
   - Asset Management Plan
   - School Brochure and Mission Statement
   - Learning and Teaching.

7. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken by the Local Authority. No audit has been carried out on the new school building, and there are no immediate plans for it to be audited. However, the new build complies with current building regulation (as of 2005) including Part M, which covers access for people with disabilities.

8. As curriculum policies are reviewed, access, equality and diversity will all be considered. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

9. Other key school documents make reference to this Accessibility Plan.

10. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

11. The school will work in partnership with the local authority in developing and implementing this plan and will adopt in principle the "Dorset Accessibility Strategy, Access to Learning".

12. The Plan will be monitored by Ofsted as part of their inspection cycle.

Signed:

Position: Full Governing Body Chairperson

Date of review: 1st July 2015

Date for review: Autumn Term 2018

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Physical Access at Colehill First School

No audit has been carried out on the new school building, and there are no immediate plans for it to be audited. However, the new build complies with current building regulation (as of 2005) including Part M, which covers access for people with disabilities.

Target	Strategy	Outcome	Timeframe	Achievement
1. Ensure that the Reception classroom and shared areas, and, in subsequent years, other classrooms, are modified as necessary to enable ease of access for pupil in wheelchair	♦ Use DFCG to fund key modifications. Liaise with DCC SEND team to access additional resources.	Spaces between tables and other furniture items will be widened. Barriers to key areas, e.g. role play den, will be removed.	From September 2015	Wheelchair bound pupil to easily manoeuvre and access all key learning areas and play areas.
2. Improve signage around the school to ensure that key information for pedestrians and drivers is clearly visible.	♦ Erect new signage at the front entrance to school and also in the car park.	Visitors to school will have clearer information about where to park and where to report. The school's ethos will be embodied in the new welcome sign.	By December 2015	Signs to be clear, attractive and unambiguous.

Maintaining Curriculum Access at Colehill First School

Target	Strategy	Outcome	Timeframe	Achievement
1. Ensure all teachers and teaching assistants continue to have a good understanding of the breath of scope of 'barriers to learning'.	Ongoing training, to include: ♦ Child protection ♦ Nurturing principles ♦ Speech and language ♦ Specific learning ♦ ASD	Staff can apply their understanding in responding to the needs of children in their own classes and more widely across year groups and the school as a whole.	Ongoing	Increased access to learning opportunities for all children. Systematic planned access is evident in the longer term.
2. Differentiation is effective in meeting all children's needs within each class, enabling them to make good or better progress.	♦ Teachers make adjustments to year group planning to accommodate all learning needs. ♦ The SENCO provides liaison, support and monitoring for key children. ♦ IEPs are used effectively to identify specific resources, tools and techniques. ♦ Good liaison with T.A.s ensures effective planned targeted support. ♦ Teaching methods promote social inclusion.	♦ Teachers are skilled in differentiating not only by task but also through resources, support and through other methods such as peer tutoring. ♦ Teachers can show that the children in their classes have made good or better progress in the vast majority of cases. ♦ Lessons are differentiated in a way which maximises independence and engagement for all pupils. ♦ Lessons incorporate activities geared to IEP targets. ♦ Support staff are actively involved in planning and reviewing lessons. ♦ Teachers use flexible social groupings to suit different learning needs: individual, paired, group	Ongoing	There will be excellent access to the curriculum for all pupils. Barriers to learning will not prevent children from making progress. Children will regard themselves as learners and achievers.

Target	Strategy	Outcome	Timeframe	Achievement
	♦ Effective liaison with outside agencies. ♦ Effective communication of specialist advice.	and whole class situations. ♦ Pupils with SEN / disability are accepted by their peers. ♦ Pupils with SEN / disability communicate, collaborate and co-operate with their peers. ♦ Specialist advice is incorporated into lesson planning.		
3. The school curriculum has been developed to ensure that children can access learning at an appropriate level.	♦ The curriculum is clearly communicated to the children: they know what they are learning and why. ♦ The delivery of the curriculum takes into account different learning styles, beyond the teacher's preferred teaching style. ♦ Teachers will use a range of strategies to ensure that their classes become socially cohesive.	♦ Teachers will widen their skills of curriculum delivery. ♦ Children will have a strong sense of purpose to their learning. ♦ Learning situations will promote social inclusion: paired work, group work, peer tutoring, older children working with younger children and so on.	Ongoing	The statutory inclusion statement of the National Curriculum have been fully taken into account in planning the school curriculum. All pupils, including those with SEN/disabilities will show good levels of engagement in their learning. Pupils take a wider responsibility for the learning of the whole school community.
4. Classrooms are well organised to promote the participation and independence of all pupils.	♦ INSET on classroom layout, routines and resources ♦ Learning and teaching policy.	♦ Classroom layout promotes ease or movement for **all** pupils; ♦ Resources are accessible with minimal adult intervention; ♦ The organisation of classroom routines and resources is made accessible to all through visual	Ongoing	There is better access to space and resources; All pupils know and understand the routines and systems of the classroom.

Target	Strategy	Outcome	Timeframe	Achievement
		prompts; ♦ No member of the class is marginalised from the others due to their learning needs; ♦ There is additional signage for pupils with difficulties in organisation, language or social communication; ♦ Special furniture / equipment is operational, available and accessible when necessary.		
5. Training is made available to staff on raising awareness of issues regarding disability, race and gender.	♦ Ongoing review of all teaching materials to avoid the use of discriminatory images of any kind. ♦ Equality is firmly on the agenda at staff meetings. ♦ School council and other pupil voice strategies address equality.	♦ The whole school community is more aware of issues relating to access. ♦ Lessons are planned to celebrate diversity and to challenge negative and discriminatory images of race, gender and disability. ♦ Staff are role models of non-discriminatory attitudes. ♦ Staff challenge discriminatory attitudes and behaviour. ♦ There is a low incidence of stereotyping and labelling of pupils in school.	Ongoing	The school and wider community will benefit from a more inclusive school environment and therefore a more inclusive community.
6. All school learning activities and leisure time, also extra-curricular activities, are planned to ensure the participation of the full range of pupils in	♦ School activities are not, as a rule, organised by selection. ♦ A range of activities and venues is available to children	♦ No pupils or groups of pupils are isolated or marginalised during any part of the school day or during extra-curricular activities; ♦ Lessons for all pupils are relevant and pertinent to the topic/s being	Ongoing	Pupils with disabilities or SEN are not marginalised during lessons, leisure time or extra curricular activities. They can take a full and active role in

Target	Strategy	Outcome	Timeframe	Achievement
school.	during break times and after school; ♦ Planning for out of school activities routinely assesses access issues for all pupils, and reasonable adjustments are made wherever necessary. ♦ There are channels for pupils to communicate feedback to staff.	studied; ♦ There are no school activities in which SEN or disabled pupils cannot participate given reasonable adjustments; ♦ There is good social cohesion within the school, including during break times and extra-curricular activities. ♦ Break times are organised to allow pupils the opportunity to engage socially within a manageable framework. ♦ Pupils feel their opinions are sought and valued.		school life.
7. Staff recognize and allow for the additional mental and physical effort expended by some pupils in participating in routine school activities.	♦ Reasonable adjustments are made to routine school expectations and timeframes; ♦ Effort is valued as much as attainment; ♦ Resources and equipment are targeted to help minimise effort.	♦ Disabled or SEN children are able to achieve comparably to others in their class, given reasonable adjustments. ♦ Effort is praised through the usual reward systems. ♦ SEN/ disabled pupils regard themselves as achievers. ♦ Good use is made of resources which support these pupils.	Ongoing	Pupils with disabilities or SEN are never regarded unfavourably due to inflexibility on the part of individual staff or the school's systems as a whole. They demonstrate motivation and are positive about learning.
8. The behaviour management and pastoral care systems in school take into account the difficulties experienced by some pupils in the self-	♦ Teachers and / or SENCO set behavioural targets and expectations that are appropriate for individuals with	♦ Potential conflict or flash-point situations are anticipated and wherever possible avoided; ♦ Pupils have strategies and support systems in place to enable them to self-manage their	Ongoing	Positive behaviour management underpins the ethos of the school. Individuals with challenging behaviour have minimal impact on

Target	Strategy	Outcome	Timeframe	Achievement
management of their emotions and behaviour.	behavioural / emotional difficulties; ♦ These pupils have a clear understanding of their own targets; ♦ Other pupils also have some understanding of why these may vary from the majority. ♦ Support is in place to help these pupils meet these targets.	emotions and behaviour up to a point, and to seek help quickly thereafter. ♦ Strategies such as 'circle of friends' are used to help build positive relationships and promote self-esteem. ♦ Pupils are not receiving constant sanctions for their failure to comply with unattainable or unrealistic expectations. ♦ There is ongoing pastoral support and monitoring of behaviour. Parents have every opportunity to become closely involved in this process.		the learning and behaviour of other pupils in school.
9. Staff create alternative ways of ensuring access to learning when necessary.	♦ To have a creative and flexible approach to 'reasonable adjustments'	♦ Staff can demonstrate how individual needs have been met by tailoring a suitable approach to the curriculum and to school life. ♦ Groupings show how individuals who cannot engage in all activities are able to engage in complementary activities in a non-isolated social environment.	Ongoing	The school develops growing expertise in establishing 'access for all'.

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Ensuring the Appropriate Delivery of Written Information at Colehill First School

Target	Strategy	Outcome	Timeframe	Achievement
Sustain improved availability of written material in other formats as required, to include: ♦ Letters ♦ School brochures ♦ Welcome packs ♦ Communication between school, parents and outside agencies.	The school will become fully aware of the services provided by the LA and other agencies for converting written information into other formats.	The school will be able to provide written information in: ♦ Alternative languages ♦ Large print format ♦ Audio tape format as and when required.	Ongoing	Delivery of information to disabled, SEND and non-English speaking pupils and parents will be much improved.
Ensure access to learning and assessment materials for disabled / SEN / non-English speaking pupils and parents.	School to access local support as required via WAT / WTS / LA	Availability of interpreter for: ♦ Parental interviews ♦ Pupil interviews ♦ NC assessments as and when required.	Ongoing	Language will not be a barrier to understanding for non-English speaking pupils and parents.