

Ettington of E Primary School Accessibility Plan

This plan was produced by a team of staff (SENCo/Assistant SENCo/Headteacher), parents and governors in October 2017 and will be revised in Autumn 2020.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Curriculum</p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> ▪ Review accessibility of ICT (including notepads & whiteboards) using specialist expertise ▪ Involve pupils in review of hard & software. ▪ Prioritise new software to purchase, looking into homework Apps ▪ Update TAs on use of Communicate in Print. 		<p>Time from MJ / TH</p> <p>TA staff meetings</p>	<p>ICT Co-ord & SENCo</p>	<p>Leadership Team</p>
<p>Access to Curriculum</p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> ▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. ▪ Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Focus in 17/18 on Hearing Loss, Dyslexia and ASD. ▪ Seek issues and feedback from SEND focus group and Pupil Survey. ▪ Review PE and Staying Healthy Curriculum. ▪ Ensure Nurture facilities available for children with emotional well-being needs. 		<p>INSET SEPT ½ day Dyslexia Awareness Training</p> <p>Pupil Profiles annotated with specific needs.</p> <p>Twilight from CP on ASD</p> <p>Fit4schools</p> <p>IS & EM</p>	<p>All Staff</p>	<p>SENCo through lesson observations and sampling lesson planning</p> <p>Leadership Team and Governors</p> <p>PE Co-ordinator</p>

<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Ensure school activities are accessible to all students. 				<p>Leadership Team</p> <p>Governors</p>
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews. ▪ Consult pupils and staff on any proposed changes. 		<p>Leadership Team and SENCo time to review policies.</p>	<p>Leadership Team and SENCo</p>	<p>Governors</p>
<p>Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> ▪ Review personal evacuation plans. ▪ Improve signage of evacuation procedures, internet safety, fire drill etc ▪ Review new signage of room functions. ▪ Review room acoustics ▪ Provide nurture room facilities to support emotional well-being. 		<p>IDS Hearing Team</p>	<p>SBM</p> <p>TAs trained in Communicate in Print</p> <p>SENCO & HT</p>	
<p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Large print and audio formats etc as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate. ▪ Use of Communicate in Print software. ▪ Use of buff coloured photocopy paper. ▪ Medication form available to download so that 		<p>.</p>		

	it can be printed, completed at home and sent into school by working parents.				
Attitudes To promote positive attitudes to disability	<ul style="list-style-type: none"> ▪ Review PSHE curriculum. ▪ Review assembly programme- widen focus on different/same theme ▪ Continue focus on British Values ▪ Drop in sessions for parents of children with special needs to catch up with SENCO/teachers and each other. ▪ 'Being me' days to help children to understand different needs and disabilities and to give children the chance to talk about them. 		<p>3 x focus days per year.</p> <p>SENCo time</p> <p>Focus day</p>	<p>PSHE Coordinator & HT</p> <p>SENCo</p> <p>HT/SENCo</p>	