South Orpington Learning Alliance

Accessibility Policy

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Owner: **SMT**

Version Control

Version	Author	Dated	Status	Reviewed
1	AK/SC/ND	Summer 2021	Initial Trust Policy	Reviewed by SMT and SENCos

Accessibility Policy

Context   The schools of the South Orpington Learning Alliance (SOLA) Multi-Academy Trust are committed to offering an inclusive environment to ensure the best possible outcomes for all of our pupils, regardless their individual needs or abilities. SOLA schools strive to create a common ethos built around the key principles of inclusion of, respect for and sensitivity to all in order to provide the best opportunities for all pupils, particularly those with identified Special Educational Needs of any kind.

This policy should be read in conjunction with the following policies and documentation:
- SOLA Vision Statement
- School vision statements
- School SEN Information Reports
- SOLA Equality and Diversity Policy
- School teaching and learning policies
- SOLA Health and Safety Policy
- SOLA Policy for Supporting Pupils with Medical Conditions
- SOLA Improvement Strategy and individual School Improvement Plans

Legal Framework

The Equality Act 2010, in particular Schedule 10 relating to Disability, provides the overriding legal framework for this document. The policy has also been informed by *The Equality Act 2010 and Schools* (Department for Education guidance, May 2014) and *Public Sector Equality Duty Guidance for Schools* (Equality and Human Rights Commission). Under the act, schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

The Trust and its schools have a duty to comply with the Equality Act and its Public Sector Duties. Any failure to do so could result in legal action being taken against the Board of Trustees. Employees of the Trust acting on behalf of the Board of Trustees are also liable for their own discriminatory actions.

The Trust has also sought to maintain relevant principles and practices adopted under previous legislation, including the Disability Discrimination Act 1998, SEN and Disability Act 2001 and the Disability Discrimination Act 2005. The DDA set out a clear framework within which schools should seek to achieve equality of access:

- The physical environment of the school.
- Participation in the school curriculum.
- Communication with parents.

The focus of this document is the physical environment of each school within the Trust.

In all aspects of their functions, the law requires that schools have regard for:

- Promoting equality of opportunity for all.
- Eliminating discrimination on the basis of ability.
- Eliminating harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging wider participation by disabled people.
- Any steps needed to meet disabled people's needs.

Aims

SOLA schools aim to provide an inclusive working, learning and social environment where all members of the school community are included and feel valued, safe and respected. This aim is evident in all Trust-wide and school level policies; it is also reflected in the physical environment of the schools and at school events. Provision is monitored closely to ensure that all pupils, regardless of their abilities, can participate fully in school life.

The key aim of this policy is to improve and maintain access to the physical environment for all children.

| **Defining disability** | The Equality Act 2010 defines a disabled person as a person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. |

The terms 'substantial' and 'long-term' are defined as follows:
- 'substantial' is more than minor or trivial - eg it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more - eg a breathing condition that develops as a result of a lung infection

There are special rules about recurring or fluctuating conditions, for example, arthritis. For more details about the special rules see Equality Act Guidance.

School level Accessibility Action Plans

This Accessibility Policy and school level Accessibility Action Plans are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Trustees are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

SOLA schools are committed to providing an environment that enables full access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. To that end, school level Accessibility Plans will contain relevant actions to:

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

The Accessibility Plan will cover a three-year period and will be informed by an Access Audit which will be carried out prior to the initial implementation and subsequent reviews of the plan. School level Accessibility Plans will be updated at least once annually to reflect progress against targets set out in the plan.

Appendix A   SOLA Premises Accessibility Audit.

Appendix B   SOLA Premises Accessibility Audit Action Plan.

Appendix C   School Curriculum Accessibility Action Plans.

                        Appendix C (i) Tubbenden Primary School
                        Appendix C (ii) Green Street Green Primary School
                        Appendix C (iii) Chelsfield Primary School
                        Appendix C (iv) Darrick Wood Primary School
                        Appendix C (v) Pratts Bottom Primary School
                        Appendix C (vi) The Highway Primary School

Review   This policy will be reviewed a minimum of every three years.

Appendix A SOLA Premises Accessibility Audit Results

AREA (with abbreviated descriptors)	TPS Accessible Y/N/IN PART	GSG Accessible Y/N/IN PART	DWJS Accessible Y/N/IN PART	THPS Accessible Y/N/IN PART	CPS Accessible Y/N/IN PART	PBPS Accessible Y/N/IN PART
1. Approach Routes and Street Furniture						
• Convenient walking distance of public highway? • Kerb or tactile paving? • No slip surfaces? • Outward opening doors, overhang windows? • Entrance gates contrasting colour?	**YES** Not all paving is flush with no gaps	**YES** Although no tactile paving at kerbs	**YES** Although no tactile paving at kerbs	**YES** Although no tactile paving at kerbs	**NO** No ramp, steep incline No tactile paving	**YES** Hall windows stick out when open.
2. Car Parking						
• Accessible bays for badge holders? • Bays clearly sign-posted? • Close to facilities? • Adequate lighting?	**NO**	**YES**	**YES**	**YES**	**YES** Lighting needs improvement	**N/A** – no parking on site
3. External Ramps						
• Wide enough and suitable gradient? • Handrails on each side? • Non slip? • Edges protected to prevent accidents?	No external ramp on site. Gradient path on site	YES	**YES** Ramps are wide enough but not contrasting colour	**YES**	**NO** Not suitably graded and no contrast	**IN PART** Handrails only on one side
4. External Steps						
• Visual and tactile warnings at top and bottom of steps? • Handrails on each side and contrasted colour? • Adequate lighting? • Treads long enough?	**YES** No visual or tactile warnings at top and bottom	**NO**	**YES** Although handrails are not a contrasting colour	**YES**	**NO** Not suitably graded and no contrast.	**IN PART** All steps have yellow nosings, not all steps have sensory features or handrails.

AREA (with abbreviated descriptors)	TPS Accessible Y/N/IN PART	GSG Accessible Y/N/IN PART	DWJS Accessible Y/N/IN PART	THPS Accessible Y/N/IN PART	CPS Accessible Y/N/IN PART	PBPS Accessible Y/N/IN PART
• Nosings readily identifiable?	Some nosings need repainting					
5. Entrances						
• School entrance easy to locate? • Door opening wide enough for all users? • Level of flush threshold? • Is there a vision panel at accessibility height? • Door handle and access buzzer at wheelchair height? • Entry phones and intercoms detailed to allow people with sensory or mobility impairments? LED display for hearing impaired? • Automatic doors?	**YES** Doors are not automatic	**YES** Doors are not contrasting colour to frame and not automatic	**YES** Doors are not contrasting colour to frame and not automatic.	**YES** Doors are not contrasting colour to frame and not automatic	**IN PART** Door opens wide enough Door handle is reachable but access buzzer is not and all other elements are No response.	**YES**
6. Reception and Lobbies						
• Can receptionists see visitors and provide assistance? • Lobby and Reception well lit? • Reception desk suitable for all users from both sides? • Induction loop fitted? • Seating designed for ease of use? • Procedure in place to ask visitors if they have access requirements? • When signing in, are visitors asked if they need assistance in event of fire?	**YES** Although no induction loop or Minicom installed	**YES** Although no induction loop or Minicom installed	**YES** Although no induction loop or Minicom installed.	**YES** Although no induction loop or Minicom installed	**IN PART** Visitors are in clear view of receptionists and area well lit. All other elements are No	**YES** Although no induction loop or Minicom installed

AREA (with abbreviated descriptors)	TPS Accessible Y/N/IN PART	GSG Accessible Y/N/IN PART	DWJS Accessible Y/N/IN PART	THPS Accessible Y/N/IN PART	CPS Accessible Y/N/IN PART	PBPS Accessible Y/N/IN PART
7. Corridors and Internal surfaces						
• Corridors wide enough for wheelchair users? • Free from obstruction? • All key facilities accessible for all users? • Floor surfaces slip- resistant?	**YES**	**YES**	**YES** Although Small lift /platform to conform (Hall to other areas)	**YES**	**YES** Although not all facilities are available to wheelchair users	**YES**
8. Internal Doors						
• Distinguishable from surroundings? • Glass doors clearly visible when closed? • Clear opening width for wheelchair users? • Door closers of an appropriate type and minimum necessary opening pressure? • Security keypads or readers at accessible height or position for all users?	**NO** Not all doors have vision panels	**YES**	**YES**	**YES**	**NO**	**YES**
9. Internal Ramps						
• Do any internal ramps have suitable gradient for their length and are wide enough? • Exposed edges protected to prevent accidents? • Handrails either side?	**N/A** no internal ramps	**N/A** no internal ramps	**YES** But there are no handrails on both sides everywhere.	**N/A** no internal ramps	**NO** Steep ramp up to threshold with no handrails	**N/A** no internal ramps
10. Internal Stairs						
• Risers shallow enough and of same height? • Nosings readily identifiable? • Handrails on each side and colour contrasted?	**YES** No tactile areas but nosings are yellow- some need repainting	**YES** No tactile areas but nosings are yellow	**YES** No tactile areas but nosings are yellow	**YES** No tactile areas but nosings are yellow	**YES** Risers are shallow enough and nosings painted but handrail is not to both sides	**NO** Step edges are the same all the way up and

AREA (with abbreviated descriptors)	TPS Accessible Y/N/IN PART	GSG Accessible Y/N/IN PART	DWJS Accessible Y/N/IN PART	THPS Accessible Y/N/IN PART	CPS Accessible Y/N/IN PART	PBPS Accessible Y/N/IN PART
• Tactile warning surfaces to top and bottom of flights?					but is contrasted colour.	handrail on one side
11. Lifts						
• Passenger lift available in a building of more than one floor? • If available is it suitably sized?	**YES**	**NONE**	**NONE**	**YES**	**NONE**	**NONE**
12. WC Provision & Changing Rooms						
• Sufficient Light and ease of access? • Slip resistant floor covering? • Sanitary fittings and dryers easily distinguishable from background? • Urinals have grab rails? • Lever style taps available?	**YES** Although no grab rail or lever taps	**YES** Sanitary fittings are not easily distinguishable from background	**NO** Sanitary fittings are not easily distinguishable from background No lever taps No grab rails by urinals	**YES**	**NO** Light and flooring is ok. No grab rails and sanitary fittings are same colour as background.	**NONE**
13. WCs Wheelchair Users						
• Compartment large enough to allow manoeuvring for transfer assisted and unassisted? • Door controls, lock and light easily reached and operated? • Back rest to pan? • Flush of spatula type? • Cord alarm and coloured red and easy to reach from floor level?	**YES** No back rest to pan or spatula flush	**YES** No back rest to pan	**NO** Compartment not large enough No back rest	**YES**	**NO**	**No disabled toilet**
14. Facilities						
• Are seats provided at intervals along long internal routes?	**YES** Although no seating and chairs	**YES** Although no seating and chairs	**YES** Although no seating and chairs	**YES** Although no seating and chairs	**YES** Hand basin in kitchen does not have lever taps	**YES** No chairs with armrests and

AREA (with abbreviated descriptors)	TPS	GSG	DWJS	THPS	CPS	PBPS
	Accessible Y/N/IN PART	Accessible Y/N/IN PART	Accessible Y/N/IN PART	Accessible Y/N/IN PART	Accessible Y/N/IN PART	Accessible Y/N/IN PART
• Are a number of seats with armrests available within each learning space? • Do dining areas have provision for wheelchair uses on both sides of the counter? • Do kitchenette areas have lever taps to accommodate people with dexterity impairments?	with arm rests in learning areas	with arm rests in learning areas	with arm rests in learning areas	with arm rests in learning areas	although main sinks do.	kitchen does not have lever taps
15. Way Finding						
• Overall layout clear and logical? Is signage available in braille and tactile? • Are signs in reception designed to convey information to visitors with sight impairments and wheelchair height? • In stairwells are each level clearly identifiable by tactile and visual information? • Leaflets provided at suitable height?	**NO** Layout is clear	**NO** Layout is clear	**NO** Layout is clear.	**YES** Although no Braille signage	**NO** Layout is clear.	**NO** Layout is clear.
16. Lighting and Acoustics						
• Can occupiers control lighting? Are light switches colour contrasted and appropriately positioned? • Learning spaces appropriately lit? Blinds to control day lighting?	**IN PART** Learning spaces are well lit but controls are not all of colour contrast. No induction loops fitted.	**IN PART** Learning spaces are well lit but controls are not colour contrasted. No induction loops fitted	**IN PART** Learning spaces are well lit but controls are not colour contrasted. No induction loops fitted.	**YES**	**IN PART** Learning spaces are well lit but controls are not colour contrasted. No induction loops fitted.	**YES** No induction loop installed
17. Means of Escape						

AREA (with abbreviated descriptors)	TPS Accessible Y/N/IN PART	GSG Accessible Y/N/IN PART	DWJS Accessible Y/N/IN PART	THPS Accessible Y/N/IN PART	CPS Accessible Y/N/IN PART	PBPS Accessible Y/N/IN PART
• Audible alarm system supplemented by visual? • Ground floor exits accessible to all? • Once outside is a place of safety accessible? • Are suitable refuge areas identified and usable? • Are EVAC chairs available?	NO No visual alarm, other than in new build. No refuge area or EVACs	IN PART Most exits are accessible to wheelchair users and once outside a point of safety is accessible. No EVAC	IN PART Most exits are accessible to wheelchair users and once outside a point of safety is accessible. No EVAC	YES Visual only in dining hall on kitchen shutter No EVAC chairs	NO No visual alarm, not all ground floor exits are suitable for wheelchair exit. No refuge area or EVACs	NO Most fire exits are not step free and there are steps once outside the building to safety point.
18. Building Management						
• Are external routes, kept clean and unobstructed? • Accessible parking bays not used by non-disabled users? • Horizontal circulation clear at all times? • Vertical circulation, lifts checked and serviced? • Exit routes kept clear, alarms tested? • Personal Egress Plans in place for those needing assistance/ • All means of escape strategy checked/tested regularly for efficiency?	YES	YES	YES	YES	YES	NO No accessible parking on site No lifts No PEPs in place
Audits Carried out By Site Managers during the Autumn 2019/Spring 2020 Terms						

Appendix B SOLA Premises Action Plan

COSTS N= NONE M= MINIMAL OG= ONGOING MAINTENANCE ST= STRUCTURAL EX= MAJOR STRUCTURAL CHANGE									
Item Ref	**Details/Issue**	**Action Required**	**Est Cost**	**TPS**	**GSG**	**DWJS**	**THPS**	**CPS**	**PBPS**
PRIORITY A - within 18 months									
2	Accessible bays for badge holders	• Allocate, mark out and clearly sign-post at least one bay • Ensuring that route from bays is accessible	M	✓					
2	Flush paving to main entrance with no kerb	• Address areas of paving that are undulating, which could also present trip hazards	OG	✓					
2	Windows opening onto walkways	• Install restrictors to windows affected	M						✓
4	Visual and tactile warnings at top and bottom of steps To include nosings on steps	• Most sites do not have tactile warnings and visual warnings are intermittent. Visual warnings as a minimum must be addressed by painted along with nosings	M	✓	✓	✓	✓	✓	✓
6	Procedures in place for access requirements	• Trust schools to have in place a procedure for ensuring visitors are assisted with access where appropriate and in the event of a fire	N	✓	✓	✓	✓	✓	✓
9	Internal Ramps	• Install handrails to ramp where there are currently none. Handrail should conform to BS8300	M					✓	
15	Trust websites	• All Trust websites to be accessible to the majority of users • Information on access facilities available to the school premises should be included	M	✓	✓	✓	✓	✓	✓

COSTS N= NONE M= MINIMAL OG= ONGOING MAINTENANCE ST= STRUCTURAL EX= MAJOR STRUCTURAL CHANGE									
Item Ref	Details/Issue	Action Required	Est Cost	TPS	GSG	DWJS	THPS	CPS	PBPS
17	Means of Escape	• Fire alarm upgrades to include visual alarms • PEEPS to be implemented and reviewed as necessary	OG	✓	✓	✓	✓	✓	✓
18	Building management	• Stairwells to be kept clear • Corridors to be kept clear; children to be reminded to keep belongings on pegs • All means of escape tested regularly with accessibility in mind • Cord alarms within accessible WCs to be tested as part of fire testing regimes	OG	✓	✓	✓	✓	✓	✓
PRIORITY B – to be sized, costed, prioritised and a timeline agreed (if action is to be taken) or control actions identified within 24 months									
3	Handrails on both sides of ramps	• Prioritise and where practicable install	ST	✓	✓	✓	✓	✓	✓
5	Entrance doors not automatic	• Automatic doors installed at main entrances	ST	✓	✓	✓	✓	✓	
5	Entry Phones and intercoms do not have LED display	• Intercoms should be replaced with those emitting an LED light to provide a visual means of confirming a call has been acknowledged and lock released	M	✓	✓	✓	✓	✓	✓
6	Induction Loop or Mincom	• Induction loops or Minicom to be installed to main communal areas; reception, halls	M	✓	✓	✓	✓	✓	✓
8	Internal Doors – where fitted with automatic closers are generally not accessible	• Where door upgrades or replacement works are planned, ensure accessibility compliance where practicable	OG	✓	✓	✓	✓	✓	✓
8	Security keypads or readers	• Re-site at an accessible height or position for all users, where practicable	M	✓	✓	✓	✓	✓	✓
12	W C provision	• Where sanitary fittings not easily distinguished from background, walls should be painted	M	✓	✓	✓		✓	

Item Ref	Details/Issue	Action Required	Est Cost	TPS	GSG	DWJS	THPS	CPS	PBPS
COSTS N= NONE M= MINIMAL OG= ONGOING MAINTENANCE ST= STRUCTURAL EX= MAJOR STRUCTURAL CHANGE									
		• Lever taps to be installed where practicable • Install back rest where practicable • Hand dryers should be available to aid those with limited dexterity							
14	Facilities	• Seating within reception, should have arm rests to assist those with ambulant disabilities • Reception desks should have a lower section to assist wheelchair uses, where practicable • Consider the practicalities of installing lever taps in kitchenette and staff room areas	M	✓	✓	✓	✓	✓	✓
15	Way Finding and Information	• Revise signage to aid visually impaired • Leaflets and information at suitable heights or signage to indicate how accessible information can be sought/provided	N	✓	✓	✓	✓	✓	✓
16	Lighting and Acoustics	• Lighting upgrade to optimise ambient lighting in all areas • Control switches to be appropriately positioned where practicable • Induction loops or alternative to be rolled out across all years groups in all schools	M	✓	✓	✓		✓	✓
• On- Going Maintenance									
2	Accessible Bays	• Re-paint as necessary	OG	✓	✓	✓	✓	✓	N/A
2 & 4	Adequate Lighting at entrances and around sites	• Monitor and address defective lamps	OG	✓	✓	✓	✓	✓	✓
4	Nosings on steps easily identified	• Monitor and re-paint as necessary	OG	✓	✓	✓	✓	✓	✓

COSTS N= NONE M= MINIMAL OG= ONGOING MAINTENANCE ST= STRUCTURAL EX= MAJOR STRUCTURAL CHANGE									
Item Ref	Details/Issue	Action Required	Est Cost	TPS	GSG	DWJS	THPS	CPS	PBPS
10	Internal stairs – nosings easily identifiable	• Monitor and re-paint as necessary	OG	✓	✓	✓	✓	✓	✓
7/8	Doors	• Door handles and surrounds should be of contrasting colour to the door • All new door furniture being installed, should meet BS 8300	OG	✓	✓	✓	✓	✓	✓
18	Building maintenance	• Columns and areas around premises painted contrasting colours to aid the way those with reduced accessibility find their way around the school	OG	✓	✓	✓	✓	✓	✓

Note: The Trust wishes to review all WC facilities and introduce changing facilities where possible, where it is cost effective and where square footage allows.

Appendix C - School Curriculum Accessibility Plans

Appendix C (i) - Tubbenden Primary School Curriculum Accessibility Plan

	Access to the *curriculum*				
	CURRICULUM ACCESSIBILITY				Success Criteria
Short term	Targets	Strategies	Timescale		
	To Liaise with preschools/ nursey to review potential intake	To early identify pupils who may needs additional provision	Each Summer Term	EYFS Leader DHT- Starting Schools Lead Inclusion Manager PP Lead	Transition meetings take place Procedures in place Early identification of potential needs
	To Review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the single equality act 2010	Ongoing and reviewed annually	HT DHT Head of ARP Inclusion Manager All subject leaders	All policies clearly reflect inclusive practice and procedure
	To increase co-production opportunities for parents and the community and establish a working partnership with parents/ carers and children.	To increase effective communication between school and families.	Ongoing	HT DHT Head of ARP Inclusion Manager Teachers Support staff	Clear collaborative working approach to enable the best outcome for children. Coproduction evident in the SEND processes, reviews and policies.
	To continue to establish close liaison with outside agencies for pupils with additional needs.	To promote effective partnership and increase engagement and opportunity for early intervention and early help.	Ongoing	HT DHT Head of ARP Inclusion Manager	Clear coproduction and collaborative working approach to ensure best possible outcomes for children.

	To ensure full access to the curriculum for all pupils. Seek appropriate advice to enhance curriculum for pupils with Physical Difficulties. Curriculum policies to be updated in respect of inclusion. Enhanced pastoral support for specific pupils. Fully differentiated planning in pace, style and content. Setting of differentiated learning goals.	Class teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs. Class teachers also have the ongoing daily duty of ensuring that their planning and teaching includes strategies and teaching methods that will ensure that children identified as having Special Educational Needs and/or disabilities, have every opportunity to access the full curriculum. - Guidance from relevant outside agencies. - CPD for staff - A range of support staff including trained teaching assistants - Support for children with social, emotional, and mental health needs through Youth Mental Health First Aider - Raising awareness of Listening Ear - ELSA - Multimedia activities to support in some curriculum areas. - Use of interactive equipment, Specific equipment sourced		HT DHT Head of ARP Inclusion Manager Teachers Support Staff Multiagency working	Improved staff expertise Policies reflect inclusive practice Vulnerable pupils feel supported. Classroom observations show that lessons are differentiated to support the needs of all pupils. All pupils are able to achieve.

		from physiotherapy and occupational therapy			
	Ensure disabled children can take part equally in lunchtime and after school activities through collaboration and working with club providers.	Disabled children feel able to participate equally in out of school activities. SEND pupils access Out of School Club.	Ongoing	STARS Team Leader HT DHT Head of ARP Inclusion Manager Stars Staff	All pupils will have equal choice about which lunchtime or after school activities they participate in.
	CTs and Support Staff have confidence in their ability to support children with special educational needs	Training and CPD opportunities Surveys	Ongoing	HT DHT Head of ARP Inclusion Manager Year Group Leaders Subject Leaders	Raised confidence evident from staff survey All children receiving appropriate classroom accommodations and support to access the curriculum.
Medium Term	To review attainment and progress of all children with SEND and vulnerable pupils.	SLT/PPM/ Phase Leader meetings/ CT meetings in partnership with parents and carers. Rigorous analysis of continual assessment.	Termly	Class Teachers Year Group Leaders HT DHT Inclusion Manager	Progress is good Provision maps show clear targets and are reviewed evidencing the process of assess plan, do review.
	Improve the zoning and flow in classrooms so that discrete curriculum areas make sourcing information and resources easier for all children and facilitate independence for children with SEND.	CT to consider zoning and flow in their planning for classroom organisation as they know the needs of their class. Teachers to discuss zoning and TEAACH style workstations siting at handover in future years. Training in TEAACH available to staff.	Ongoing	CTs Support staff Inclusion Manager	Classes will evidence thought in the planning of zones to facilitate independence for SEND children

	To increase access to online learning platforms which support SEND pupils development such as Seesaw and Doodle Maths/ English	Audit the school for suitable places to set up learning stations for SEND computer access keeping in mind the availability of staff to supervise learning.	Ongoing	CTs Year Group Leaders Subject Leaders Inclusion Manager SNS Staff to consult	All available sites will be identified and where funds allow computer access will have been initiated.
Longer Term	To review and evaluate the above short- and medium-term targets annually		Annually	SLT Year Group Leaders Subjects Leaders Governors	All children making good progress
	To report to Governing Body	Resource and curriculum Committee meetings	Policy Review period	HT DHT Head of ARP Inclusion Manager	Governors informed about SEND provision and progress

Access to *information*					
Short Term	To Improve the delivery of information to parents, carers, pupils and staff with additional needs.	Communication with parents sent in a format compatible with voice activated software.	Ongoing	CT Admin and Support staff	Effective communication, parent engagement and parent voice
	To ensure all children with special educational needs and disabilities have access to the curriculum.	Individualized multisensory teaching strategies used for pupils with additional needs, including the use of sensory circuits for individual pupils.	Ongoing	All Staff	All children able to access a full curriculum

		Speech to text, and assistive technologies used where available including word processing.			
Medium Term.	To ensure all children with special educational needs and disabilities have use of assistive technology to facilitate access to the curriculum.	To improve the speech to text facilities, enabling computers and laptops, use of appropriate programs and APPs.	Ongoing	SLT CTs SNS support	All children able to access a full curriculum
	To assist and enable staff with disabilities in carrying our statutory requirements	Key staff documents in audio format or other assistive technology used to assist text disabled	Ongoing	SLT	All staff able to comply with statutory duties regarding reading of documents
	To review children's records to ensure school's awareness of any SEND	Annual reviews including pupils with EHC plans and PRAs Medical forms and Health Care plans updates as information received from parents and carers SEND Folders updated as information received by school.	Ongoing	Head of ARP Inclusion Manager Office Manager All Staff Outside Agencies	Every member of staff aware of children's needs and how best to support them
	Continue to Improve the delivery to disabled pupils (and parents, carers) of information which is provided in writing for pupils who are not disabled.	1. Advice from physical/sensory service and language support service 2. Use of assistive technology 3. Information about the school in format which is accessible to text to speech technology. 4. Using different font sizes and page layouts to support pupils with visual impairments. 5. Auditing school library to ensure the availability of large font and easy read texts to improve access.	Ongoing	SLT All Staff SNS support	Parent/ carer survey indicates accessibility

		6. Auditing signage around the school to ensure that it is accessible for all. 7. Use of coloured overlays and whiteboards.			

<u>**Appendix C (ii) – Green Street Green Primary School Curriculum Accessibility Plan**</u>

Access to the *curriculum*

Accessibility outcome	Actions to achieve this	Who responsible	Long, medium or short-term	Achieved by	Evaluation of impact
Transition Meetings take place. Procedures are in place for the early identification of potential needs.	To liaise with preschools/ nursey to review potential intake To early identify pupils who may need additional provision	EYFS teacher SENCO	Short term	Each summer term	Transition meetings could not take place due to Lockdown for children starting in Reception in 2020. Telephone meetings and doorstep visits took place to enable support to be in place in September. Children have been monitored and in house support/outside professionals involved when needed
To provide more staff training to meet special needs.	All staff trained in supporting dyslexic, dyscalculic learners, ADHD and ASC ELSA training for ISA to be completed. EAL training to be provided All training to be arranged termly as needs arise SENDCo	All Staff SENDCO	Short/ Medium	Dyslexia and Dyscalculia December 2021 July 2023	All children able to access all areas of the curriculum and work towards attaining age

					related expectation
All vulnerable groups are seen by staff at GSGPS and are held in mind. Their needs are met and the curriculum is accessible to them.	Ensure that Inclusion policy reflects the needs of all pupils including EAL, and vulnerable groups Update Inclusion Policy Staff training on supporting learners who are EAL. Raise awareness of vulnerable groups including Young Carers. Mental Health awareness is raised through training and lessons in PSHE and assemblies. PPG is used to support mental health and access to learning for vulnerable groups.	SLT DHT AHT All Staff	Short	July 2022	Provision maps are reviewed termly and all pupils are discussed at pupil progress meetings each term.
All pupils are able to access the curriculum and make good progress	Mental Health support Commission partnerships where necessary e.g. Speech and Language, SEN provision As required MT/SENDCo All children able to access all areas of the curriculum and work towards attaining age related expectation	All Staff ELSA SENDCO	Medium	July 2023	All children able to access all areas of the curriculum and work towards attaining age related expectation
All staff aware of curricular needs of individual pupils regarding specialist equipment/ assistive technology	Key staff aware of needs of children they work with and use appropriate supportive assistive technology Training for all once highlighted as needed. IT hardware or software installed as necessary. Inset with whole staff as required.	All Staff ICT Coordinator SENDCO	Medium	July2023	All children able to access all areas of the curriculum and work towards attaining age related expectation
Subject areas are accessible to all pupils	Subject leaders plan for inclusion during their curriculum planning and curriculum documents indicate inclusive practices which increase accessibility to all aspects of their subject.	All Subject leaders SLT	Short	July 2021	All children are able to access the full curriculum.
Clear coproduction and collaborative working approach	To increase effective communication between school and families.	Class Teachers	Short	July 2021	Parent Voice is recorded

with outside professionals and parents/carers to ensure best possible outcomes for children.	Targets shared with parents and carers each term by class teachers responsible for updating provision maps. Parent Voice recorded.				Clear collaborative working approach to enable the best outcome for children. Coproduction evident in the SEND processes, reviews and policies. Evidence shows that targets for pupils with send are shared with parents and parent views are sought and acted upon.
Ensure all staff are aware of accessible formats.	Guidance provided to staff on dyslexia and accessible information. Children provided with appropriate materials. Regular updates as necessary.		Short		Staff understand how to ensure written information can be equally accessed
All school visits and trips to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability Develop guidance on making trips accessible On-going All pupils are able to access all school trips and take part in a range of activities subject to risk assessments.	EVC Coordinator and all trip organisers	Short		All pupils are able to access all school trips and take part in a range of activities
To continue to establish close Liaison with outside agencies for pupils with additional needs.	To promote effective partnership and increase engagement and opportunity for early intervention and early help.	HT AHT Inclusion Inclusion Officer	Short	Ongoing	Clear coproduction and collaborative working approach

		Head of SLC(ARP)			to ensure best possible outcomes for children.
To ensure full access to the curriculum for all	Class teachers are responsible and accountable for the progress and development of all the pupils in their class. First quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs. Class teachers also have the ongoing daily duty of ensuring that their planning and teaching includes strategies and teaching methods that will ensure that children identified as having Special Educational Needs, have every opportunity to access the full curriculum. Inclusive planning is a key area of QFT. CPD for staff A range of support staff including trained teaching assistants Support for children with social, emotional, and mental health needs through Youth Mental Health First Aider Raising awareness of Listening Ear Multimedia activities to support in some curriculum areas Use of interactive ICT equipment Specific equipment sourced from physiotherapy and occupational therapy	HT AHT Inclusion Head of SLC(ARP) Teachers Support Staff Multiagency working	Short		Improved staff expertise

Policies reflect inclusive practice

Vulnerable pupils feel supported.

Classroom observations show that lessons are differentiated to support the needs of all pupils.

All pupils are able to achieve. |
| Ensure disabled children can take part equally in lunchtime and after school activities | Disabled children feel able to participate equally in out of school activities. SEND pupils access Out of School Club. | STARS Team Leader HT AHT Inclusion Stars Staff | Short | | All children have access to lunchtimes and after school clubs. There is support in place for |

					vulnerable children at lunchtimes. After school clubs will resume when safe to do so – Covid 19
To increase access to online learning platforms which support the development of pupils with SEND such as IDL and Dynamo maths through the planning of spaces Steps; Increased access to clicker 8 and technology through deployment of new computers.	Audit the school for suitable places to set up learning stations for SEND computer access keeping in mind the availability of staff to supervise learning.	Phase Leaders AHT Inclusion SNS Staff to consult	Short		All available sites will be identified and where funds allow computer access will have been initiated.
Improve the zoning and flow in classrooms so that discrete curriculum areas make sourcing information and resources easier for all children and facilitate independence for children with SEND.	CT to consider zoning and flow in their planning for classroom organisation as they know the needs of their class. Teachers to discuss zoning and TEAACH style workstations at handover in future years. Training in TEAACH available to staff.	CT Support staff AHT Inclusion	Medium		Classes will evidence thought in the planning of zones to facilitate independence for SEND children
Progress is good Provision maps show clear targets and are reviewed evidencing the process of assess plan, do review	To review attainment and progress of all children with SEND and vulnerable pupils. SLT/PPM/ PPRs/ CT meetings in partnership with parents and carers. Rigorous analysis of continual assessment.	Head of School SENCO Class teachers	Medium term	Termly	PPR meetings occur termly. Interventions/strategies are then put in place to support the progress of identified children.

					Provision maps are reviewed half termly by all staff. Parents meetings are held termly to review targets and set new targets. Currently these are being held virtually and by telephone.

Access to *information*

Accessibility outcome	Actions to achieve this	Who responsible	Long, medium or short-term	Achieved by	Evaluation of impact
All parents receive information in a form that they can access	Information in newsletters and information letters is in clear print, translated where necessary and easily understandable. School office to help parents access school information and complete forms.	Office Staff	In place	Ongoing	Parents feel that communication is effective.
Languages other than English to be visible around school Diversity and inclusion. (welcome)	Welcome signs in various languages As families are due to arrive in school with different languages signs are displayed to aid access and understanding	Diversity Champion	Short term	July 2021	All families feel welcome and have a clear understanding of school procedures
Accessibility of the school website ensures information can be accessed with ease.	Regular meetings to ensure the website is accessible to all.	Website manager	Short term	July 2021	Parents can access information.
Pupils and/or parents feel supported and included	Access to translators, sign language interpreters to be considered and offered if possible.	SENCO	Long term	When required	Access to translators, sign language interpreted considered and

	Provide information in other languages for pupils or parents who may have difficulty with hearing or speak another language				offered when possible Pupils and parents feel supported and included.

<u>**Appendix C (iii) – Chelsfield Primary School Curriculum Accessibility Plan**</u>

Access to the *curriculum*					
Accessibility outcome	**Actions to achieve this**	**Who responsible**	**Long, medium or short-term**	**Achieved by**	**Evaluation of impact**
Transition meetings take place Procedures in place Early identification of potential needs	To liaise with preschools/ nursey to review potential intake To early identify pupils who may need additional provision	EYFS teacher SENCO	Short term	Each summer term	Transition meetings could not take place due to Lockdown for children starting in Reception in 2020. Telephone meetings took place to enable support to be in place in September. Children have been monitored and in house support/outside professionals involved when needed
All policies clearly reflect inclusive practice and procedure	To review all statutory policies to ensure that they reflect inclusive practice and procedure To comply with the single equality act 2010	HT SLT	Short term	Ongoing and reviewed annually	All policies clearly reflect inclusive practice and procedure

Raised staff confidence in strategies for differentiation and increased pupil participation	Offer CPD for multisensory teaching, differentiation and recording methods Monitor staff training needs through Performance Management meetings Observations through Learning Walks Audit if need yearly	HT AHT SENCO	Short term	Ongoing and as required	All teachers have had access to the outside professionals' advice to support the children in school. Staff meetings have included training to support children with SEND, including QFT Learning Walks have taken place. Increased pupil participation observed.
Raised confidence of support staff	Ensure classroom support staff have specific training on disability issues Staff access appropriate CPD Monitor staff training needs Observations through Learning Walks	HT AHT SENCO	Short term	As required	Support staff have had access to the outside professionals' advice to support the children in school. Support staff have had termly performance management reviews to address staffing needs. Half termly Support staff take place to address this.

					Learning Walks have taken place. Increased pupil participation observed.
All staff aware of individual needs	Ensure all staff are aware of curriculum access for disabled children Whole school, class and individual provision maps in place and regularly reviewed.	SENCO	Short term	Half termly	All staff have access to pupils' provision maps and Pupil Passports so are aware of their needs and the best way to support them. All provision maps are reviewed termly by all staff.
Children able to record and access learning using ICT	Use ICT software to support learning Allocate laptops and Ipads where appropriate. Remote Learning policy to be in place due to school closures Some specific IT in place for specific need eg Clicker and Voice recognition software	SENCO AHT ICT Coordinator	Short term	As required	Laptops and Ipads are used to support specific children when appropriate. Support monitored through provision mapping Remote Learning policy in place due to school closures

All pupils able to access all educational visits and take part in a range of activities	All educational visits to be accessible to all Ensure each new venue is vetted for appropriateness Risk assessments in place	HT AHT Class teacher	Short term	As required	Risk assessments are carried out, including support for specific individuals, to enable all pupils to access the visit and take part in a range of activities. These are checked by the HT/AHT. New venues are visited and vetted for appropriateness
All to have access to PE and be able to excel	Review PE curriculum to ensure PE is accessible to all Gather and share information on accessible PE and disability sports Review Sports day to ensure all children are able to participate fully. To include specialist equipment if appropriate.	SENCO Sports coaches Class teachers	Short term	As required	All children have access and participate in PE. Some children need specific support and this is in place. All PE coaches are aware of the children's needs.
Clear coproduction and collaborative working approach with outside professionals and parents/carers to ensure best possible outcomes for children.	To increase effective communication between school and families. To continue to establish close liaison with outside agencies for pupils with additional needs.	HT SENCO AHT	Short term	On going	There are regular termly provision map meetings with parents and teaching staff, alongside the termly parents' evenings. Specific parents have met with outside

					professionals via Teams where appropriate. Reports are also sent home from our speech and language therapist after support sessions. The SENCO and HT are available for meetings to discuss any concerns. Currently these meetings have been held virtually and by telephone.
Disabled children feel able to participate equally in out of school activities. Ensure opportunities for pupil voice in all areas of school life	Ensure disabled children can take part equally in lunchtime and after school activities	PE Lead SENCO Sports coaches	Short term	On going	All children have access to lunchtimes and after school clubs. There is support in place for vulnerable children at lunchtimes. After school clubs will resume when safe to do so – Covid 19
Progress is good Provision maps show clear targets and are reviewed	To review attainment and progress of all children with SEND and vulnerable pupils.	HT SENCO Class teachers	Medium term	Termly	PPR meetings occur termly. Interventions/stra

| evidencing the process of assess plan, do review. | SLT/PPM/ PPRs/ CT meetings in partnership with parents and carers. Rigorous analysis of continual assessment. | | | | tegies are then put in place to support the progress of identified children. Provision maps are reviewed termly by all staff. Parents meetings are held termly to review targets and set new targets. Currently these are being held virtually and by telephone. |

Access to *information*

Accessibility outcome	Actions to achieve this	Who responsible	Long, medium or short-term	Achieved by	Evaluation of impact
All children able to access a full curriculum Classrooms are accessible, well lit and fit for purpose	Individualised multisensory teaching strategies used for pupils with additional needs, including the use of sensory circuits for individual pupils. Speech to text, and assistive technologies used where available including word processing.	All Staff	Short	Ongoing	Multi sensory strategies are used where appropriate for specific children. Sensory circuits are run successfully for specific children. Speech to text, and assistive technologies are

					used when appropriate including word processing. Laptops were lent out to specific children during Lockdown to enable them to access remote learning.
All parents receive information in a form that they can access	1.Provide information and letters in clear print and "simple" English 2.School office will support and help parents to access information and complete school forms	School office All staff	Long term	Ongoing	All parents have received information in a form that they can access. The Head of School and SENCO have supported specific parents with completing referrals.
Children can access written information	Provide suitably enlarged, clear print for pupils with a visual impairment	Teachers TAs/ISAs	Long term	Ongoing	Specific children have access to resources on coloured paper and enlarged when needed.
Accessibility of the school website ensures information can be accessed with ease.	Yearly meeting with website lead teacher to ensure that all statutory and useful information can be found easily. More detailed review of SEN information and Accessibility Plan in place- updated each year.	SENCO HT AHT Website Lead	Yearly Website to be updated termly	Ongoing	Parents can access the information on the website with ease.

Pupils and/or parents feel supported and included	Access to translators, sign language interpreters to be considered and offered if possible Provide information in other languages for pupils or parents who may have difficulty with hearing or speak another language	SENCO	Long term	When required	Access to translators, sign language interpreted considered and offered when possible Pupils and parents feel supported and included.
Annual review information to be as accessible as possible	Develop the review formats to allow the child's view to be gathered.	SENCO	Long term	When required	Children have contributed to their meetings and reviews about their progress and access needs.
All can access information about the school	Provide information in simple language, symbols, large print for prospective pupils or parents/carers who may have difficulty with standard form of printed information Ensure prospectus can be printed in Braille, enlarged print or additional languages as necessary.	Office staff	Long term	When required	Information can be provided in simple language, symbols, large print for prospective pupils or parents/carers who may have difficulty with standard form of printed information Widgit is used to support pupils with SLCN .

Appendix C (iv) Darrick Wood Junior School Curriculum Accessibility Plan

Under development

Appendix C (v)- Pratts Bottom School Curriculum Accessibility Plan

Access to the *curriculum*					
Accessibility outcome	**Actions to achieve this**	**Who responsible**	**Long, medium or short-term**	**Achieved by**	**Evaluation of impact**
Transition meetings take place Procedures in place Early identification of potential needs	To liaise with preschools/ nursey to review potential intake To early identify pupils who may need additional provision	EYFS teacher SENCO	Short term	Each summer term	Transition meetings could not take place due to Lockdown for children starting in Reception in 2020. Telephone meetings took place to enable support to be in place in September. Children have been monitored and in house support/outside professionals involved when needed
All policies clearly reflect inclusive practice and procedure	To review all statutory policies to ensure that they reflect inclusive practice and procedure To comply with the single equality act 2010	Head of School SLT	Short term	Ongoing and reviewed annually	All policies clearly reflect inclusive practice and procedure
Raised staff confidence in strategies for differentiation and increased pupil participation	Offer CPD for multisensory teaching, differentiation and recording methods Monitor staff training needs through Performance Management meetings Observations through Learning Walks	Head of School SENCO	Short term	Ongoing and as required	All teachers have had access to the outside professionals' advice to support the children in school. Staff meetings have included training to

| | Audit if need yearly | | | | support children with SEND, including QFT

Learning Walks have taken place. Increased pupil participation observed. |
|---|---|---|---|---|---|
| Raised confidence of support staff | Ensure classroom support staff have specific training on disability issues

Staff access appropriate CPD

Monitor staff training needs

Observations through Learning Walks | Head of School SENCO | Short term | As required | Support staff have had access to the outside professionals' advice to support the children in school. Support staff have had termly performance management reviews to address staffing needs. Half termly Support staff take place to address this. Learning Walks have taken place. Increased pupil participation observed. |
| All staff aware of individual needs | Ensure all staff are aware of curriculum access for disabled children

Whole school, class and individual provision maps in place and regularly reviewed. | SENCO | Short term | Half termly | All staff have access to pupils' provision maps and Pupil Passports so are aware of their needs and the best way to support them.

All provision maps are reviewed half termly by all staff. |
| Children able to record and access learning using ICT | Use ICT software to support learning

Allocate laptops and Ipads where appropriate. | SENCO

ICT Coordinator | Short term | As required | Laptops and Ipads are used to support |

	Remote Learning policy to be in place due to school closures				specific children when appropriate. Support monitored through provision mapping Remote Learning policy in place due to school closures
All pupils able to access all educational visits and take part in a range of activities	All educational visits to be accessible to all Ensure each new venue is vetted for appropriateness Risk assessments in place	Educational Visits Officer Class teacher	Short term	As required	Risk assessments are carried out, including support for specific individuals, to enable all pupils to access the visit and take part in a range of activities. These are checked by the Head of School. New venues are visited and vetted for appropriateness
All to have access to PE and be able to excel	Review PE curriculum to ensure PE is accessible to all Gather and share information on accessible PE and disability sports Review Sports day to ensure all children are able to participate fully.	Inclusion Leader Sports coaches Class teachers	Short term	As required	All children have access and participate in PE. Some children need specific support and this is in place. All PE coaches are aware of the children's needs.
Clear coproduction and collaborative working approach with outside professionals and parents/carers to ensure best	To increase effective communication between school and families.	Head of School SENCO	Short term	On going	There are regular termly provision map meetings with parents and teaching staff, alongside the termly

possible outcomes for children.	To continue to establish close liaison with outside agencies for pupils with additional needs.				parents' evenings. Specific parents have met with outside professionals via Teams where appropriate. Reports are also sent home from our speech and language therapist after support sessions. The SENCO and Head of School are available for meetings to discuss any concerns. Currently these meetings have been held virtually and by telephone.
Disabled children feel able to participate equally in out of school activities.	Ensure disabled children can take part equally in lunchtime and after school activities	Head of School SENCO Sports coaches	Short term	On going	All children have access to lunchtimes and after school clubs. There is support in place for vulnerable children at lunchtimes.

After school clubs will resume when safe to do so – Covid 19 |
| Progress is good Provision maps show clear targets and are reviewed evidencing the process of assess plan, do review. | To review attainment and progress of all children with SEND and vulnerable pupils.

SLT/PPM/ PPRs/ CT meetings in partnership with parents and carers.
Rigorous analysis of continual assessment. | Head of School SENCO Class teachers | Medium term | Termly | PPR meetings occur termly. Interventions/strategies are then put in place to support the progress of identified children. |

					Provision maps are reviewed half termly by all staff. Parents meetings are held termly to review targets and set new targets. Currently these are being held virtually and by telephone.

Access to *information*

Accessibility outcome	Actions to achieve this	Who responsible	Long, medium or short-term	Achieved by	Evaluation of impact
All children able to access a full curriculum	Individualized multisensory teaching strategies used for pupils with additional needs, including the use of sensory circuits for individual pupils. Speech to text, and assistive technologies used where available including word processing.	All Staff	Short	Ongoing	Multi sensory strategies are used where appropriate for specific children. Sensory circuits are run successfully for specific children. Speech to text, and assistive technologies are used when appropriate including word processing. Laptops were lent out to specific children during Lockdown to enable them to access remote learning.

Every member of staff aware of children's needs and how best to support them	Annual reviews including pupils with EHC plans and PRAs Medical forms and Health Care plans updates as information received from parents and carers SEND Folders updated as information received by school.	SENCO Head of School Teachers Outside professionals	Medium	Ongoing	Annual Reviews have taken place for children with EHC plans. PRA reviews have taken place. Extra funding/support has been successfully applied for 5 children this year. Medical forms and Health Care plans updates have been updated when needed. SEND folders are updated with provision map reviews and with reports received from outside professionals.
All parents receive information in a form that they can access	1.Provide information and letters in clear print and "simple" English 2.School office will support and help parents to access information and complete school forms	School office All staff	Long term	Ongoing	All parents have received information in a form that they can access. The Head of School and SENCO have supported specific parents with completing referrals.
Children can access written information	Provide suitably enlarged, clear print for pupils with a visual impairment	Teachers TAs/ISAs	Long term	Ongoing	Specific children have access to resources on coloured paper and enlarged when needed.

Accessibility of the school website ensures information can be accessed with ease.	Yearly meeting with website lead teacher to ensure that all statutory and useful information can be found easily. More detailed review of SEN information and Accessibility Plan in place- updated each year.	SENCO Head of School JH – Website Lead	Yearly Website to be updated termly	Ongoing	Parents can access the information on the website with ease.
Pupils and/or parents feel supported and included	Access to translators, sign language interpreters to be considered and offered if possible Provide information in other languages for pupils or parents who may have difficulty with hearing or speak another language	SENCO	Long term	When required	Access to translators, sign language interpreted considered and offered when possible Pupils and parents feel supported and included.
Annual review information to be as accessible as possible	Develop the review formats to allow the child's view to be gathered.	SENCO	Long term	When required	Children have contributed to their meetings and reviews about their progress and access needs.
All can access information about the school	Provide information in simple language, symbols, large print for prospective pupils or parents/carers who may have difficulty with standard form of printed information Ensure prospectus can be printed in Braille, enlarged print or additional languages as necessary.	Office staff	Long term	When required	Information can be provided in simple language, symbols, large print for prospective pupils or parents/carers who may have difficulty with standard form of printed information Widgit is used to support pupils with SLCN .

Appendix C (vi) - The Highway School Curriculum Accessibility Plan

Access to the *curriculum*

	Targets	Strategies	Desired Outcome	Timeframe	Goals Achieved
Short Term	Ensure parents/carers with disability have equal opportunity to access information from school. Ensure the curriculum can be accessed by all children. Children with hearing loss have access to a soundfield system in their own classrooms and the main hall.	Ensure parents are aware that all information is available in larger print on request. Differentiation of resources and activities ensure all children are able to access the curriculum. Soundfiled systems to be moved to the correct classrooms. All staff trained on use of sytem and microphones to be used at all times.	Format of documentation altered appropriately. All children access all aspects of the curriculum. Children have full access to the curriculum.	As required Ongoing Annually	

Medium Term	To ensure the school develops children's awareness of disability.	Invite people with disabilities in to school.

Use opportunities to show people with disabilities in a positive light eg during Paralympics.

Ensure there are some learning resources (books, displays etc) that show positive examples of people with disabilities in a positive light. | Children's awareness of disability is developed. Children aware of positive roles models and achievements of those with disability. | As required

Ongoing

Ongoing | |
| Long Term | Any future plans for further development of the building or school grounds to take DDA issues in to account. | Work with LA and architects when planning modernisations. | Where it can be reasonably achieved, the school building continues to be accessible for all. | | |