

Manland Primary School

Accessibility Plan



Adopted on :

Chair of Governors:.....

Headteacher:.....

Due Date for Next Review	Review completed without, or with only minor, amendments (as per committee minutes)	Date of ratification by FGB	Initialed by Chair and Head

Introduction

The goal of this plan is to ensure that the school seeks to provide accessibility to learning for all children who are allocated to the school, irrespective of special need or disability.

Aims

Particularly the school will aim to:

1. Increase the extent to which pupils with disabilities can participate in the curriculum
2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to pupils with disabilities
4. Have regard to the need to provide adequate resources for implementing plans
5. Consider whether any reasonable adjustment can be made to overcome a substantial disadvantage that a pupil faces

Review

The school's Accessibility Plan will be:

- Reviewed every three years
- Approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the headteacher

Manland Primary School Accessibility Plan 2015-18

Securing Access to Learning

AIM 1: Increase the extent to which pupils with disabilities can participate in the curriculum

Target	Strategy	Planned Outcome	Timeframe
1a Identify pupils who need support with accessibility to learning	<ul style="list-style-type: none"> • Inco and HT meet to review all pupils • Specific needs reviewed and plans drawn up to meet needs 	<ul style="list-style-type: none"> • Needs plan in place • Strategies to address these in place 	<ul style="list-style-type: none"> • Annually - spring term
1b Identify funding streams for actions in 1a	<ul style="list-style-type: none"> • InCo to make applications as appropriate e.g. ENF funding • HT to include in budget planning 	<ul style="list-style-type: none"> • Needs plan appropriately resourced 	<ul style="list-style-type: none"> • InCo reviews termly • HT spring term – annually
1c CPD in place to meet children's needs	<p>InCo plans in response to</p> <ul style="list-style-type: none"> ○ Identified pupil needs ○ Performance Appraisal Objectives <ul style="list-style-type: none"> • School needs 	<ul style="list-style-type: none"> • Accessibility needs of children are met appropriately 	<ul style="list-style-type: none"> • Termly
1d Out of classroom activities are accessible to all children	<ul style="list-style-type: none"> • Teachers plan to ensure activities are differentiated to meet all needs Risk assessments undertaken with a goal of ensuring successful inclusion for all children • Staffing and plans modified to meet needs 	<ul style="list-style-type: none"> • All children participate in learning beyond the classroom 	<ul style="list-style-type: none"> • On-going

cont

Target	Strategy	Planned Outcome	Timeframe
1e Classrooms are organised to reflect the needs of children	<ul style="list-style-type: none"> • Teachers liaise with colleagues in advance of receiving new class and plan room according to needs of children • Classroom layout reviewed in light of children's needs 	<ul style="list-style-type: none"> • Classrooms support access needs of pupils 	<ul style="list-style-type: none"> • On-going
1f Staff are aware of children's needs	<ul style="list-style-type: none"> • InCo with LSAs inform colleagues about accessibility needs of pupils promoting understanding of adaptations needed in various areas of the school 	<ul style="list-style-type: none"> • All necessary staff are able to respond appropriately to children's access needs 	<ul style="list-style-type: none"> • On-going
1g Make specialist equipment available as appropriate	<ul style="list-style-type: none"> • Respond to advice from specialists e.g. Occupational Therapist aiming to provide specialist equipment recommended e.g. (these are provided) wobble cushions, strengthening toys 	<ul style="list-style-type: none"> • Advice from specialists is appropriately implemented 	<ul style="list-style-type: none"> • In response to children's identified needs

Developing Physical Access

AIM 2: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Target	Strategy	Planned Outcome	Timeframe
2a As physical improvements are made to the school access needs of pupils to be considered	<ul style="list-style-type: none"> • Those planning developments should consider the physical needs of pupils • Appropriate adaptations should be made 	<ul style="list-style-type: none"> • All pupils in school can access newly developed areas 	<ul style="list-style-type: none"> • On-going
2b Needs of new cohorts and in year admission pupils to be reviewed and responded to prior to arrival	<ul style="list-style-type: none"> • InCo and Reception teacher to be in contact with prior settings • Where children with disabilities are identified, a review of the adaptations needed to be made • Actions to be expedited promptly 	<ul style="list-style-type: none"> • Necessary adaptations are made prior to pupil's arrival in school 	<ul style="list-style-type: none"> • When new children are due for admission – at least annually

Availability of Accessible Information

AIM 3: Improve the availability of accessible information to pupils with disabilities

Target	Strategy	Planned Outcome	Timeframe
3a Information is shared with children in a manner appropriate to meet their needs	<ul style="list-style-type: none"> • Needs of children reviewed to find out how information needs to be adapted • Adaptations made e.g. simplified text, pictorial representation 	<ul style="list-style-type: none"> • Children are increasingly independent in accessing information 	<ul style="list-style-type: none"> • Continuous

Resourcing AIM 4: Have regard to the need to provide adequate resources for implementing plans			
Target	Strategy	Planned Outcome	Timeframe
4a HT and where appropriate GB are informed of costings of any provision in relation to accessibility plan	<ul style="list-style-type: none"> InCo to make recommendations 	<ul style="list-style-type: none"> Reasonable adjustments are made that meet the needs of children with disabilities and special education needs 	<ul style="list-style-type: none"> On-going
4b Funding streams are accessed to support provision	<ul style="list-style-type: none"> InCo to lead on accessing funding streams Applications to be made in good time whenever possible 	<ul style="list-style-type: none"> School budget share is supported by other funding streams 	<ul style="list-style-type: none"> On-going

Reasonable Adjustments AIM 5: Consider whether any reasonable adjustment can be made to overcome that a substantial disadvantage that a pupil faces			
Target	Strategy	Planned Outcome	Timeframe
5a In conjunction with LA and parents/carers school will explore the reasonable adjustments needed for a child and whether these enable the child to access mainstream education at this school	<ul style="list-style-type: none"> InCo to liaise with LA SEN Department InCo to liaise with parents/carers Required reasonable adjustments will be reviewed and implemented where appropriate 	<ul style="list-style-type: none"> Reasonable adjustments will be made to enable the pupil to access learning at Manland 	<ul style="list-style-type: none"> When new children are due for admission – at least annually
5b Reasonable adjustments for children with disabilities and SEN will be reviewed regularly	<ul style="list-style-type: none"> LSAs to make recommendations to InCo Advice of specialists to be incorporated Information to be shared at handover 	<ul style="list-style-type: none"> Reasonable adjustments will be amended as necessary 	<ul style="list-style-type: none"> On-going with formal review on annual basis

