



Accessibility Plan

2016- 2018

Written January 2016
To be reviewed January 2018

Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

Improving the Curriculum Access at Hadrian Park Primary School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum.	Undertake an audit of staff training requirements.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	June 16	Increase in access to the National Curriculum. Staff accessed range of training e.g. Early Bird (ASD) awareness, Dyslexia training. Using a bike to include child with physical difficulties in PE.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	June 17	Increase in access to the National Curriculum.
Teachers are aware of how ICT can be used to help pupils access	Provision of visualiser, hearing ear, individual workstations	All children have equal access to the curriculum.	September 16	Equipment loaned from VI and HI teams. School signed up to Seeing

curriculum				ear website to download talking books and books in enlarged format to support VI and dyslexic pupils.
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Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all. Use of Teacher to parent's text service. Twitter to inform parents. Key Stage specific newsletters.	November 2016	Delivery of school information to parents and the local community improved.
Raise the awareness of adults working at and for the school on the importance of good communication systems.	Arrange training courses.	Awareness of target group raised	July 2017	School is more effective in meeting the needs of pupils. Parental feedback is positive about communication
Pupils have equal access to written information.	Colour blindness training.	Awareness of target group raised	July 16	Marking policy amended so it's dyslexic friendly. Labelled colour pens.

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, height adjustable changing bed, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialism's. Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils. School catering services work closely with parents to provide food accessible to all e.g. cultural, allergies, children requiring specific diets

Improving the Physical Access

Target	Strategy	Outcome	Timescale	Achievement
Pupils have privacy and comfort when having needs met.	High low changing bed Disabled toilet	High /low bed allows easier /more comfortable changing of disabled children.	By Jan 2016	Pupils and staff assisting are safe and comfortable.
Arrange for removal of ramp on kerb from car park to visitor entrance. Disabled parking bay in staff car park	The step is replaced with a ramp to allow ease of access for wheel chair users to gain access to Main Entrance. Disabled parking bay provided in school car park.	Kerb lowered. Disabled parking bay always available.	By July 2016	Disabled visitors / staff have parking space and easy access to the school building.

