



Fen Ditton C. P. School

ACCESSIBILITY ACTION PLAN

Policy Review Schedule	
Last Updated	Next Planned Review and Update
21.1.13	Jan 2016
Governor Signature:	

FEN DITTON PRIMARY SCHOOL ACCESSIBILITY PLAN 2013 - 2016

DEVELOPMENT AREA	OBJECTIVE/TARGET	SUCCESS CRITERIA	ACTION TO BE TAKEN	WHO IS RESPONSIBLE	TIME SCALE	COSTS TIME TRAINING FINANCE	MONITORING OF ACTION AND DATA TO BE USED	PROGRESS CHECKS ON MEETING TARGET/OBJECTIVE
ACCESSIBILITY TO THE PHYSICAL ENVIRONMENT	To improve accessibility of school buildings for children/adults who have a disability	The extent to which all persons are able to circulate and access all areas of the school	To request 'accessibility audit' from local Authority to indicate any recommendations for improvements in this area. To communicate findings to our property Manager With the Property Manager to plan a timetable of work that is needed e.g. install handrails on all steps, white lining all steps and level changes To address needs as they arise relating to specific children with the advice of specialists e.g. visual impairment team	Resources Committee	Any work deemed necessary to be planned and carried out over the next three years	Formula Capital	SEN Governor to monitor and report to full Governing Body	Are all staff and children able to access all areas of the school? Minutes of Premises Committee Record of work carried out
ACCESSIBILITY - THE CURRICULUM	To ensure that the curriculum, and extra curricular clubs are accessible to all pupils	The curriculum and club activities are accessible to all children with disabilities	Staff to ensure accessibility for all and differentiate work accordingly SENCO to monitor resources and liaise with staff/outside specialists to ensure any adaptations of equipment or texts are done appropriately Educational visits considered – e.g. wheelchair access on coaches and at venues if necessary	HT SenCo All Staff Outside agencies	As necessary when needs are presented	Teacher time Cost of specific resources e.g. scanner for visual impairment work	SenCo to monitor	SenCo to report to SenCo Governor
TEACHING AND LEARNING	To ensure that all pupils are given the opportunities, aids, time and additional assistance to enable their learning To ensure all pupils are aware of different disabilities through resources and teaching programmes	All children learning to their potential All children feel included and all children have a positive attitude toward disability	Regular provision mapping to assess progress and future needs / use of TA time and intervention programmes Explicit planning by teachers to ensure needs met through differentiation Audit by SENCO of any additional equipment required for particular disabilities Training for staff in relation to specific disabilities Outside agency contact to ensure equality of opportunity e.g. coach companies; medical hours etc Ensure there are positive images of disabled people in books, posters and resources (audit resources)	SENCO and SMT Class teachers and teaching assistants SENCO/SMT to look at this during climate walk and resource accordingly PHSCE programmes to include explicit work on awareness and positive attitudes Involvement with annual weeks e.g. Learning Disability Assemblies + visitors to assemblies	Termly	SEN budget / building maintenance / premises/ commitment to TA time/staffing cost	SMT/SENCO to assess needs termly SMT learning walks to gauge visual impact and environment around the school / resources in use	SENCO report to premises / Standards committees Regular check each year after initial action

ASSESSMENT, PUPIL PROGRESS AND ATTAINMENT	To assess termly the progress of all groups of children including those with disabilities Ensure there are special arrangements in place for disabled pupils taking examinations	Children with disabilities progressing at a good rate and able to access any testing without problems	Assessment Manager 7 used to track progress and provision mapping / resourcing adapted appropriately in the light of assessments to improve future performance further Liaise with appropriate agencies about extra provision – extra time; adapted tests; rest breaks etc	SENCO to track those with SEN/Disabilities	termly	time	SMT to track data	Pupil progress meetings with head SMT/teachers to assess future action/ teachers to adapt planning
ADMISSIONS	To work with admissions to ensure easy transfer for children with disabilities	Children with disabilities have needs met from the start	Nursery visits / liaison through induction programmes and with outside agencies involved; liaison with secondaries and extra induction if necessary	FD/ Year 6 teachers; SENCO	Summer term / autumn term	Time for visits and meetings	Admissions data / nursery/secondary transfer documentation	Regular meetings when appropriate with various agencies/phases
ATTENDANCE	To ensure disabled children attend school regularly	Performance not affected by attendance	Track attendance and work with outside agencies such as health to support children who require frequent medical attention	Head/SENCO/parents/carers	termly	time	Attendance data	Head to monitor data termly
SCHOOL ETHOS	Ensure the school ethos reflects awareness and inclusion of all groups of people including the disabled.	All children feel included and accepted	Revision of code of conduct each year; review of aims to include acknowledgement of the diversity within our school and the need for care and acceptance Positive focus on different disabilities to ensure awareness through curriculum time; assemblies etc.	All stakeholders	Regularly revisit	Time	Regular revision of school roll and diversity of children on the roll/questionnaire to pupils	Heads report; tracking systems; self evaluation cycle Pupil questionnaire could be used.
LINGUISTIC DIVERSITY	Those with speech difficulties or language barriers are included and catered for	All children feel accepted and part of the community All needs are met	Ensure the school environment reflects the linguistic diversity of the school in posters; books Speech and language therapists work where appropriate	SMT/SENCO	Summer term Termly	SMT to audit and action visual language to reflect ethnic mix of pupils/Time from outside agency support	Learning walks	Summer term
BEHAVIOUR, DISCIPLINE AND EXCLUSION	To ensure disabled children are not at risk in any way	All children feel safe and all children follow our code of conduct Any difficult behaviour is dealt with swiftly and in line with policy	To use the positive behaviour policy and anti bullying policies consistently and monitor behaviour termly	All stakeholders	ongoing	time	Head to monitor /liaise with all staff	Head to monitor behaviour termly

<p>PARTNERSHIP WITH PARENTS AND COMMUNITY</p>	<p>To ensure the premises are accessible to parents/carers and visitors and to consult on parental needs also Involve parents in their child's learning and progress</p>	<p>Parents needs catered for Parents aware of next steps and any special provision</p>	<p>Questionnaire to parents Parent learning courses – and explore other ways to make learning accessible e.g. website / booklet information Provide advice / information on the Cambridge Parents Partnership IEP/review meetings; parent consultations; open door policy</p>	<p>Governors Work with outside agencies All stakeholders</p>	<p>Summer term questionnaire Termly provision Termly contact</p>	<p>time</p>	<p>Evaluations of parent courses provided / results of questionnaire collated Target setting process and monitoring by SMT/SENCO</p>	<p>Termly reappraisal Regular progress checks – AM7/pupil progress meetings/end of term/year assessments</p>
<p>STAFFING – EMPLOYMENT AND TRAINING</p>	<p>To train staff appropriately to further differentiate the curriculum for specific disabilities and to train in disability awareness To ensure recruitment procedures and fair and follow all safeguarding practices. To ensure any staff employed with disabilities have their needs met.</p>	<p>All staff equipped to cater for the needs of their pupils Equality of opportunity - the school will refer to and comply with the Disability Discrimination Act 2010</p>	<p>Staff meetings /TA training on specific disabilities as required. Staff suitably trained for safer recruitment and following practices of EPM and safer recruitment</p>	<p>SENCO/Head Head/governors</p>	<p>Assess each year due to pupils on roll with specific needs Every interview</p>	<p>Staff training budget</p>	<p>Monitor TA/teachers in performance management – do they feel fully equipped to teach / support pupils in their care?</p>	<p>Performance management in Autumn / review end of spring/summer</p>