

Accessibility Plan

Whole School Aim:

To support effectively pupils with a disability or impairment to ensure they can have full access to the curriculum and the schools facilities. All pupils are provided with the correct support and resources to support their needs and to maintain provision at a high standard.

Evaluation Methods

All policies, actions and procedures are monitored closely and adapted where necessary to ensure provision is suitable for disabled pupils within Fortuna.

Success Criteria

- Disabled children can access the curriculum in line with their peers
- Disabled children can access the environment in line with their peers
- Appropriate resources, access and support is available for Disabled pupils or pupils with an impairment
- All staff have a strong awareness of policies, procedures and expectations
- The curriculum is adapted and made accessible in forward planning
- Staff are deployed effectively to meet the needs of all pupils across school
- School grounds and the building itself has been developed and adapted to meet the needs of all pupils

Tasks- Targets and actions	Lead Responsibility H Keegan	Resource Implications (inc. cost)	Timeline	Monitoring Arrangements
<p>1. Increasing the extent to which disabled pupils can participate in the school curriculum</p> <p>-Seek to provide appropriate training for teachers and support staff - To supply necessary teaching aids and suitable apparatus to meet the needs of a disabled child e.g. adjustable height desks and equipment. -Involve all pupils with a disability or impairment in trips and day to day school routines e.g. assembly, lunch etc... and make appropriate arrangements - Consider trip venues thoroughly within risk assessments to make appropriate arrangements e.g. toilets, access to areas, transport, personal care facilities etc... - Adapt PE curriculum appropriately to ensure disabled pupils or pupils with an impairment can work alongside their peers -Providing appropriate adult support to allow disabled pupils to access the curriculum like their peers. -Ensure the SENDCO attends updates on current legislation and shares this with staff, parents and pupils</p>	<p>HK to oversee most actions.</p> <p>HK to oversee that access, school ground development take into account legislation and needs of pupils with a disability or impairment</p> <p>NH and class teachers to monitor some aspects such as trip arrangements.</p>	<p>Cost of possible new resources for disabled pupils or pupils with an impairment.</p> <p>Contact OT/ SES/ Physio agencies for equipment support when needed or when purchases may be required- discuss with additional needs at county also</p>	<p>All actions to be monitored and reviewed termly however all actions must be reviewed fully and a new accessibility plan made for October 2019</p>	<p>Lead responsibility staff to monitor actions and the impact they are having.</p> <p>Adapt actions and accessibility plan to meet the needs of any new pupils coming into school or any pupils who need continual provision as they move through school.</p>

Where appropriate. - Provide personalised learning and interventions where needed -Ensure that after school clubs and provision is accessible for all

Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- Ensuring the immersive classroom environments are suitable and easy to access for disabled pupils -Providing appropriate physical accessibility to all areas within the school and within the school grounds as it continues to develop.
- Continue to develop outside areas with disabled access in mind so children can access alongside their peers different environments -Ensure all facilities remain up to date and refurbished when needed to fully support all pupils that require use of them.
- Consider when refurbishing, colour schemes, hearing impairment facilities etc... to suit children with visual and auditory impairments.

Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

- Improve alternative ways of improving communication and providing information -Continue to ensure staff are aware of the importance of good communication systems.
- School policies communicate a clear overview of expectations and procedures and all staff are aware of this and have had opportunity to discuss this for a firm understanding in order to implement effectively.

Questions to ask	Response	Issues Identifies	Barrier to access Yes/No	What sort of issue?	Transfer to accessibility plan? Yes/No
1. CULTURE / ETHOS / POLICIES / PRACTICE					
1.1 Is everyone made to feel welcome, including those with physical disabilities or sensory impairment?	Yes				

1.2 Are there high expectations of all pupils?	Yes				
1.3 Do staff, governors and pupils share a philosophy of inclusion?	Yes				
1.4 Are pupils equally valued?	Yes				
1.5 Do staff seek to remove all barriers to learning and participation/	Yes				
1.6 Are lessons made accessible to all pupils?	Yes				
1.7 Does school make the best use of T.A's?	Yes				
2. STAFF TRAINING					
2.1 Does the school ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes	Ongoing training			
2.2 Does the school ensure that teachers and T.A's have the necessary training to teach and support disabled pupils?	Yes	Ongoing training			
2.3 Are staff aware of how classrooms should be optimally organised for disabled pupils?	Yes	Ongoing accord into needs of individuals			
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of pupils needs and abilities?	Yes	Ongoing training			

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3. PROVISION OF WRITTEN INFORMATION					
3.1 What provisions are made making information available to all people who may need access to goods, services, and facilities?	Parent teacher appointments are welcomed along with fortnightly telephone conversations. School website contains information, Parents evenings and work shared with home.		No		
3.2 Is information provided in Braille, Large print or on audio tape for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Braille has not been required Large print information can be provided and audio information provided [letters have been verbally read using telephone communication}				

3.3 Is access provided to computer technology appropriate for students with disabilities'?	Yes	Ongoing training			
3.4 Does the school ensure that information is presented to groups in a way which is user friendly for pupils with disabilities which affect their vision e.g by reading aloud overhead projections and describing diagrams?	Yes				
3.5 Does the school have facilities to produce written information in a variety of front sizes?	Yes				
3.6 Does the school use RNIB guidelines on producing written information in accessible formats?	This has not been required however should it arise we would seek guidance.				
3.7 Is the school environment suitable for pupils with hearing impairment?	Yes	Training for individuals if required.			
4. THE PHYSICAL ENVIRONMENT {all academic, sporting, play, social, facilities}					
4.1 Are there any physical structures such as doorways, steps and stairs which may act as	No All doors are wheelchair friendly				

barriers for pupils using wheelchairs?	and no steps or stairs.				
4.2 Are toilet facilities and showers accessible to wheelchair users?	Yes				
4.3 Are there safe pathways of travel around the school site and parking arrangements?	Yes				
4.4 Is there any décor which may be confusing or disorientating for disabled pupils with visual impairment e.g floors and walls the same colours?	No				
4.5 Are there any signs which may be confusing or inadequate, e.g at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?	No				
4.6 Is there accessible storage to enable disabled pupils to access aids and equipment?	Yes				
4.7 Are there arrangements which might prevent the inclusion of people with disabilities affecting their hearing including rooms with	No				

poor acoustics and noisy equipment?					
4.8 Are there non-visual guides to assist people to use the buildings including changes in surface material?	Yes where and when required.				
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?	Yes	Fire alarm visual light and auditory sound.			