



ACCESSIBILITY PLAN

1. The Accessibility Plan is drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The three strands of the Accessibility Plan are part of the school development plan and as such they are reviewed and updated annually. The governors agree the school development plan in the Autumn Term and monitor it to check that the three strands of accessibility are covered.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities and Diversity
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour Management

- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement

- The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of one Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year period in order to inform the development of the new plan for the following period.
- As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
- The School Brochure will make reference to this Accessibility Plan.
- The School's complaints procedure covers the Accessibility Plan.
- The Plan will be monitored through the Equality and Standards Committee of the Governors.
- The school will work in partnership with the local education authority in developing and implementing this plan.
- The Plan will be monitored by Ofsted as part of their inspection cycle.

Carterknowle Junior School 2016-2019

Accessibility Plan	
Pupils disabilities	Children have sensory, physical or communication and interaction needs.
Parental preferences	<ul style="list-style-type: none"> • To have the curriculum adapted to meet their child's needs. • To have the right equipment in school so their child can access the curriculum. • To have the specialist staff in school to meet their child's medical needs. • To have good physical access to the school.

	What do we want to do?	How are we going to do this? Who will do this?	How will we know we are successful?
Action 1	Increase the extent to which disabled pupils can participate in the school's curriculum.	Classteachers in partnership with the SENCO: <ul style="list-style-type: none"> • to provide personalised learning programmes with individualised timetables and specific activities • Take and implement advice from external professionals eg 	Participation rates are increasing.

	What do we want to do?	How are we going to do this? Who will do this?	How will we know we are successful?
		occupational therapist <ul style="list-style-type: none"> • Ensure that there is enough flexibility in all planned activities so that every child can access them Governors to: <ul style="list-style-type: none"> • Identify funding for pupils with SEND • Recruit suitably qualified and experienced staff Headteacher to: <ul style="list-style-type: none"> • Provide specific training for staff • Monitor participation rates 	
Action 2	Improve the physical environment of the school.	Governors resources committee to: <ul style="list-style-type: none"> • Improve accessibility for wheelchair users • Provide an appropriate area where children's medical needs can be met • Monitor the extent to which disabled pupils are able to take advantage of what is on offer 	The extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, is increasing.
Action 3	Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	Headteacher and/or SENCO <ul style="list-style-type: none"> • Lobby the local authority to provide equipment for sensory impaired pupils eg radio hearing aid Classteachers to: <ul style="list-style-type: none"> • Alter physical access to classroom areas so there is room for wheelchairs as required • Provide visual timetables and communication in print labels for children with communication and interaction needs • Deliver individual children's speech and language plans All staff to: <ul style="list-style-type: none"> • Use Makaton signing as appropriate • Take account of children's speech and language plans when talking to children 	Disabled pupils are able to access all information. Successful communication with children who have communication and interaction needs.