

ENGLISH MARTYRS RC PRIMARY SCHOOL
ACCESSIBILITY PLAN 2016 - 2019

Section 1 : Increasing the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Time Frame	Costs	Outcome	Evaluation
a) To heighten awareness of staff/governors of the needs of children with disabilities in accessing school and the curriculum.	• Arrange governor training	Summer 17	Time	A better understanding and improved knowledge of the needs of children with disabilities	Child with physical disabilities able to fully participate in all aspects of school life, including Y6 residential .
	• Arrange staff training	Spring 17	Time		
	• Buildings / H&S committee to monitor Accessibility Plan	Ongoing	Time		
b) To review schemes of work and curriculum policies to take into account DDA and access for disabled pupils.	<ul style="list-style-type: none"> • Subject Leaders to review schemes of work / policies in line with Curriculum Review Programme. • Subject Leaders to review subject resources and identify future priorities. Build into Development Plans 	ongoing	Time Subject Leader release	Ensure every child has full access to the curriculum and all areas of school life.	All staff aware of needs to all children and plan to include all.
c) To develop SEN provision in school making more effective use of support from outside agencies	• Develop close links with outside agencies including: SSS, EP, S&L, CAMHs, OT	ongoing	SENCO Time	Ensure we make the most effective use of support	SENCO team liaise very well with all support services ensuring that specific children's needs are fully met.
	• Train TAs to lead small SEN groups in school, addressing the needs of our children.	Spring 2016	SENCO Time		
	• Provision mapping developed to identify current provision and the future needs of every child	Termly	SENCO Time		
d) Review ICT provision on an annual basis and ways it can be further used for SEN / disabled children	<ul style="list-style-type: none"> • ICT Coordinator to review provision and resources • Identify areas for future development and build into ICT Development Plan 	Annually	ICT Coord	Ensure we make the most effective use of ICT resources within the constraints of the budget	Children who require access to additional laptop/ipad time are catered for

e) Review teacher planning to ensure appropriate differentiation for individual pupils with special needs	<ul style="list-style-type: none"> • Head scrutinises weekly planning 	Weekly Half Termly	Head	Teachers' planning caters for the needs of all children	Planning shows that individual children are catered for. Pre learning assessments help teachers pitch lessons accurately.
f) Provide FM system to ensure children with hearing impairments can access all areas of curriculum	<ul style="list-style-type: none"> • FM system synchronised with all relevant children prior to assemblies starting • Dynamike used in class assemblies and during class discussion • Advice sort from SSS on additional strategies to make curriculum further 	Ongoing Staff meeting Autumn 16	In place Time	Children with hearing impairments able to take active part in all assemblies and class discussions	Teachers confident with using FM system during assemblies and class time to enhance provision

Section 2 : Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Current Provision

- we are a 'Nut Free Zone' to cater for children with a severe nut allergy
- Access onto all playground areas for wheelchair users

Targets	Strategies	Time Frame	Costs	Outcome	Evaluation
a) To provide disabled toilets for adults / children in a wheelchair	* Disabled toilet available for adults/children	In place	None	Toilets with disabled access are provided	Toilets accessible to wheelchair users
b) To review the other doorways around school.	* Review wheelchair access around school. * Lift to allow access to upstairs classroom	In place Long Term	None £30,000	Wheelchair access to improved around school	Whole of school accessible to wheelchair users except upstairs classrooms

Section 3 : Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

Current Provision

- *we photocopy onto cream paper for a child with dyslexia*
- *several children use coloured overlays to assist with accessing written material*
- *one child uses ipad/laptop to help with physical difficulty*
- *we are aware of parents who have difficulties reading / writing and always communicate verbally to them with important information.*

Targets	Strategies	Costs	Outcome	Time Frame	Evaluation
a) To improve the delivery of information to parents and pupils with disabilities	* Use annual school questionnaire to identify needs of the school community	Time Financial costs unclear at this point	All stakeholders enjoy good communication links with school	Autumn	To be provided next year
b) Be aware of the changing school community and ensure new parents / children are able to access information provided.	* Consult with Trafford services when specialist help is needed for communication e.g. braille	Time	All stakeholders are able to access information provided by school	Ongoing review	School Nurse advising over use of Epipens