



School Accessibility Plan: School year 2016/17

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Physical environment	Classrooms are organised for children with SEND, where applicable.	Guidance from specialists (Hearing Impaired Service, autism Service) taken in arranging classrooms for maximum benefit to children with SEND disabled students. Parents are asked to complete an equalities survey annually from 2015	Entry procedures and ongoing monitoring indicates need. SEND taken into account in organising the environment for learning.	Children with SEND able to access learning environment more effectively.
Curriculum delivery /Delivery of materials in other formats.	Individual plans are used by classroom staff and understanding of additional time requirements in practical work understood and planned for.	SEND information available to all staff and further training on implementation and differentiation of curriculum required. Professional advice sought from outside agencies and inclusion advisors where applicable, including modification of resources.	Monitoring indicates differentiation in place for children with SEND	Children with SEND able to access curriculum more effectively.
School design for children with SEND	All areas accessible to Children with SEND and /or reasonable adjustments made. E.g. for child with hearing impairment	Strategic discussions with LEA on school site, 'rationalisation plan' incorporates school prioritised disabled access points as an integral part of rebuild improvement works. (new windows and doors in place Feb 2016) double skinned walling in group room to enable quiet listening space.	Plans drawn up show clearly how disabled access will be undertaken. All new building and furniture will be fully DDA compatible (e.g. new reception desk)	Spread out nature of school reduced. Children with SEND able to access all physical areas without difficulty. Plans to relocate younger Day Care and integrate 3-4 Day Care by 2017
Signage	Signs clear and understandable for visually impaired. No children with a VI currently attend the school but if the need arose the school would work with VI service to add appropriate modifications as necessary.	Replacement of signs takes account of appropriate colour schemes/size for signs.	New signs clear	Routes across site clear and understood.

