



Roberttown CE (vc) J & I School

ACCESSIBILITY PLAN 2017-20

SECTION 1 – INCREASING ACCESS TO THE SCHOOL CURRICULUM

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED	Duty to promote equality
A.Learning Environment and Resources	Class teachers to review organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence.	Equal access to curriculum and resources for all children.	Summer 2018 – reviewed annually	All pupils, regardless of need, achieve.	Disability Race Gender
B. Access to extra- curricular and out of school activities	Class teachers and club leaders liaise with SLT to ensure that extra- curricular and out of school activities are accessible to all eligible pupils.	Equal access to curriculum for all children.	Autumn term 17 & on going over year	All pupils, regardless of need, achieve. Additional access provided for some children.	Disability Race Gender
C. Monitoring and Assessment	SLT and Assessment Co-ordinator to develop and adapt systems. Ensure monitoring systems for tracking progress of specific pupils with disabilities and intervention groups is rigorous.	Assessment data readily available for analysis and acted upon in pupil target setting	Autumn term 17 & on going over year	School can identify and track pupil progress re EAL, SEN, G&T, specific need, with efficiency and deploy human resources effectively.	Disability Race Gender
D.Provision Maps	SENCO to lead updating of provision maps for intervention groups.	Achievement for all.	Autumn 2017 – reviewed halftermly	All pupils, regardless of need, achieve. Intervention groups reflect current need.	Disability Race Gender
E.Resources	Maths leader to review concrete resources used in Maths. Trial approaches to make more inclusive e.g. use of more common resources e.g. colour for teaching one to one correspondence.	Achievement for all.	Summer 2018 – reviewed annually	All pupils, regardless of need, achieve. Increased use of concrete resources visualisation and to embed concepts.	Disability Race Gender
F.Training & links	Provide appropriate and relevant ongoing training all staff on matters of inclusion – LAC training, Attachment, etc as needs demand.	Increased staff knowledge.	Summer 2018 – reviewed annually	Staff have up to date, appropriate knowledge to support the children in their care.	Disability Race Gender

Medium Term

A. Renew training for teaching and support staff re: Autism	KS2 Autism training Poss via Headlands School or through the Trust.	Increased staff knowledge.	On Going over the year Autism (KS2 Summer Term 2017)	Enhanced provision for pupils with these needs	Disability
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Long Term

A. Renew Team Teach Training for all teaching and support staff as needed	Support from The Primary Service (BSED)	Increased staff knowledge	As required	Enhanced provision for pupils with behaviour needs	Disability
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SECTION 2 – IMPROVING THE DELIVERY OF WRITTEN INFORMATION

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED	Duty to promote Equality
A. Clear, straight forward and simple communication with parents and community	Information presented in variety of easy to access ways e.g. displayed in window for parents dropping off, sent via email, text and on school website. Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides produced & parents sessions run for key areas e.g. phonics, new assessment. Admin & teaching staff aware of individual who may need information explaining directly or personally.	Parents receive relevant, up to date information in a timely, appropriate manner.	Summer 2017 then ongoing	Parents are kept up to date with information regarding the school and their child's education.	Disability Race Gender
B. More flexible / easier communication between home and school.	Answer Phone system to allow parents to leave messages 24 hours a day. Parent Mail and messaging service for direct communication.	Lines of communication are effective.	Summer 2017 then ongoing	Information is passed to appropriate stakeholders effectively.	Disability Race Gender
Medium Term					

A. Needs/ Requirements of stakeholders to be fed into the action plan as part of the 3 year cycle of review.	Questionnaire to include a statements about disability to allow for feedback on related needs/requirements. Collection of information from the website and general information. These to include where appropriate in the action plan.	Stakeholders are consulted and their needs reasonably met	On-going throughout the 3 year cycle	School is inclusive to all stakeholders.	Disability
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SECTION 3 – PREMISES DEVELOPMENT**

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED	Duty to promote equality
Short Term					
A. Raise awareness of the existence of an induction loop.	Make stakeholders aware of this facility in correspondence about different events held in the school hall. Advertise in newsletter.	Increased accessibility to disabled children & adults.	Autumn 2017 and ongoing	School is more inclusive and accessible for hearing impaired.	Disability
Medium Term					
A. External Steps	Mark external steps with yellow highlighting paint	Increased accessibility to disabled children & adults.	Summer 2020	School is more inclusive and accessible for visually impaired.	Disability

B. Incorporation of appropriate colour scheme to new building development and refurbishment work for future development of the site.	Visually impaired service/ Disability Team to help with audit of school premises when preparing for use as resource centre.	All areas made more accessible to disabled children & adults.	Summer 2017 then ongoing	School is more inclusive for visually impaired pupils.	Disability
C. Incorporation of appropriate ramps & rails to new building development and refurbishment work for resource centre.	Where necessary, visually impaired service / Disability Team to help with audit of school premises	All areas made more accessible to disabled children & adults.	Plan towards this as development progresses.	School is more inclusive for disabled pupils and adults.	Disability
D. Incorporation of a disabled toilet within the school building.	Assessment of the school building to determine where a disabled toilet could be installed.	Toilet facilities available for disabled pupils and adults.	Plan towards this.	School is more accessible for disabled pupils and adults.	Disability
E. A light by the entrance on Commonside	Installation of a light at the school gate on Commonside.	Increased visibility at the Commonside entrance to the school grounds.	Plan towards this.	Improve visibility at school entrance.	Disability Race Gender
Long Term					
A. Improve disabled access to Main Entrance	Develop a better, more direct means of access to the main entrance of school.	Improved access to the main entrance.	Plan towards this.	Improved access for disabled people and parents with pushchairs.	Disability Race Gender