

Risby CEVC Primary School

Accessibility Statement

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Make improvements to the physical environment of the school to increase access
- Increase access to the curriculum
- Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments. Our accessibility plan forms part of this document.

How we aim to achieve this - **Accessibility Plan**

Aim 1 To increase the extent to which pupils with a disability can participate in the school curriculum. This involves reducing barriers to access to the curriculum and to ensuring full participation in the school community for pupils, prospective pupils, and family members with a disability.

Targets	Strategies	Timing	Key Staff	Success Criteria
To liaise with nursery /pre-school providers to review potential intake and establish close liaison with parents	Collaboration and sharing between school and families. Identify pupils who may need support	Spr2 Sum1&2 Annually	HT EYFS Leader	Comprehensive induction of children with SEND
To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT TAs Outside agencies	Clear collaborative working approach Appropriate training in place.
To ensure full access to the curriculum for all children.	Seek advice from specialist advisory teachers CPD for staff and a differentiated curriculum with alternatives offered. <ul style="list-style-type: none"> • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas – use of interactive ICT equipment sourced from occupational therapy 	Ongoing	Teacher s SENDCO	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum
To monitor and review attainment and progress of all SEN pupils.	SENDCO/Class teacher meetings/Pupil progress meetings Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENDCO	Progress made towards EHC targets Provision mapping shows clear steps and progress made

<p>To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Features such special keyboards to aid disabled users in using a keyboard • Elklan training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 			<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
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Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timing	Key Staff	Success Criteria
<p>Improve physical environment of school</p>	<p>The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.</p>	<p>Ongoing</p>	<p>HT/SBM</p>	<p>Enabling needs to be met where possible</p>
<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<p>Meet with parents, liaise with external agencies, identify training needs and establish individual protocols health plans where needed.</p>	<p>With immediate effect to be constantly reviewed</p>	<p>Lead medical SDB Occupational health</p>	<p>Plans up to date</p>

Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timing	Key Staff	Success Criteria
<p>To manage children's records ensuring school's awareness of any disabilities In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected)</p>	<p>Information collected about new children. Records passed up to each class teacher. End of year class teacher meetings Annual reviews EHC meeting Medical forms updated annually for all children Personal health plans Significant health problems – children's photos displayed on staffroom notice board</p>	<p>Annually Continual review and improvement</p>	<p>Class teachers Office staff Outside agencies SLT</p>	<p>Each teacher/staff member aware of disabilities of children in their classes Effective communication of information about disabilities throughout school</p>