



Approved by Premises Committee: May 2020

For approval by governing body: July 2020

Review date: Summer 2021

St Andrew's C of E Primary School & Nursery,  
Much Hadham  
**Accessibility Plan**

OBJECTIVES:

**That all children have equal accessibility to the taught curriculum**

**That all members of the school community have equal opportunities to access the School premises**

<b>OBJECTIVE</b>		<p><b>That all children have equal accessibility to the taught curriculum</b></p> <ul style="list-style-type: none"> <li>• The school will take into account the pupils' disabilities and any preferences expressed by them or their parents/carers when their ISP/Care plan is developed.</li> <li>• The progress and well-being of children with SEND or disabilities is rigorously tracked and monitored using CPOMS, AM7 and small step data (eg reading age)</li> </ul>			
	<b>Targets</b>	<b>Strategies in place</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals/date achieved</b>
	Pupils with visual impairments have access to the curriculum	<ul style="list-style-type: none"> <li>• Pupils placed near front of class</li> <li>• Larger type used</li> <li>• Coloured paper used where appropriate</li> <li>• Use of ICT (large icons on desktop etc)</li> <li>• Information provided orally or on tape</li> <li>• Visualisers available as necessary</li> <li>• Advice sought from the VI team</li> <li>• Training given to staff as necessary</li> </ul>	Classrooms are accessible to visually impaired children	Continuous	Physical accessibility of school increased.
	Availability of written material in alternative formats	<ul style="list-style-type: none"> <li>• School makes itself aware of the services available through its LEA for converting written information into alternative formats</li> </ul>	School can provide written information in alternative formats if needed	Continuous	Delivery of information to disabled pupils/parents improved
	Pupils with hearing impairments have access to the curriculum	<ul style="list-style-type: none"> <li>• Pupils placed near front of class</li> <li>• Pupils spoken to directly</li> <li>• Speech reinforced using facial expressions, signs or gestures</li> <li>• Speech reinforced with visual back-up print, pictures, concrete materials</li> <li>• Repeat other pupils' answers</li> <li>• Rephrase or repeat words and phrases</li> <li>• Use of microphones or personal amplification systems</li> <li>• Training given to staff as necessary</li> <li>• Advice sought from the HI team</li> </ul>	Learning more accessible to hearing impaired children	Continuous	Accessibility of curriculum increased

	Pupils with hearing impairments are suitably catered for	<ul style="list-style-type: none"> <li>• Portable Loop/sound system used in classrooms with hearing impaired children</li> </ul>	Loop system to be used throughout the school	When necessary	Accessibility of curriculum increased.
	<b>Targets</b>	<b>Strategies in place</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals/date achieved</b>
	Pupils with speech and language difficulties have access to the curriculum	<ul style="list-style-type: none"> <li>• Pupils given time to process language and respond</li> <li>• Visual timetables</li> <li>• Ensure face to face and direct eye contact</li> <li>• Use simple and familiar language and short concise sentences</li> <li>• Avoid ambiguous vocabulary</li> <li>• Reinforce speech with facial expression, gesture and sign (Makaton and/or cued articulation)</li> <li>• Reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials</li> <li>• Emphasize key words, reinforcing visually</li> <li>• Avoid closed questions and encourage pupils to speak in sentences</li> <li>• Develop language through drama &amp; role play</li> <li>• Advice and training sought from NHS Speech and Language therapists</li> <li>• SALT (Speech and Language Therapist) programs followed in school</li> </ul>	Curriculum more accessible to children with speech and language difficulties	Continuous	Physically accessibility of school increased.
	Children with specific physical or learning disabilities	<ul style="list-style-type: none"> <li>• Staff supported by SENDCo for developing strategies</li> <li>• Health plans / ISPs developed to support individual needs</li> <li>• Dyslexic friendly signage</li> <li>• Use of personalised ipads, laptops etc</li> </ul>	That all staff know how to support the children's learning	Continuous	Accessibility of curriculum increased.
	Pupils with disabilities are fully involved at playtimes so far as possible	<ul style="list-style-type: none"> <li>• "Buddy" system in place</li> <li>• ISPs and Health plans shared with MSAs</li> <li>• Specific children/staff allocated to pupils with disabilities</li> </ul>	Children playing inclusively	Continuous	All pupils included in all aspects of school life so far as possible

	<b>Targets</b>	<b>Strategies in place</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals/date achieved</b>
	Teachers and teaching assistants have the necessary training to teach and support pupils with disabilities	<ul style="list-style-type: none"> <li>• Staff attend relevant training courses</li> <li>• Use School Budget to support staff training and development.</li> <li>• Use outside agencies, specialist centres and support groups</li> </ul>	Staff trained and supported	Continuous	Curriculum accessible to all pupils

<b>OBJECTIVE</b>		<b>That all members of the school community have equal opportunities to access the School premises</b>			
	<b>Targets</b>	<b>Strategies in place</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals/date achieved</b>
	Equal opportunities to access the School premises and relevant information so far as the practicalities and nature of the School site allow	<ul style="list-style-type: none"> <li>• School premises are inspected and reviewed to ensure (so far as possible and practical) accessibility for all</li> <li>• School provides information in range of alternative formats when necessary</li> <li>• Individual children's needs are discussed with CT and TA at least termly at Inclusion Reviews</li> </ul>	Needs of all members of the school community are met as far as possible	Continuous	Physical accessibility of school increased and delivery of information is available to all
	To ensure access into both school buildings	<ul style="list-style-type: none"> <li>• Large door access</li> <li>• Wheel chair access to all KS1 and KS2 classrooms, except for Year 5 where a ramp would be available.</li> <li>• KS1 and EYFS doors have ramp access</li> <li>• KS2 access through school porch and/or main entrance</li> <li>• New porch and wider entrance into main reception</li> </ul>	Accessibility easier for all	Continuous	Physical accessibility of school increased
		<ul style="list-style-type: none"> <li>• Access to upstairs in School House is limited, especially to anyone with mobility issues</li> <li>• Any small group intervention / piano lessons for anyone unable to access upstairs would be able to be held in the Hub, Hall etc</li> </ul>			
	To ensure access in both school buildings	<ul style="list-style-type: none"> <li>• KS2 Library / Resources area in central area – available for all</li> <li>• KS1 library and reading books in Hub</li> <li>• grab rails for access into KS2 corridor from glass porch</li> <li>• All floors level in both school buildings, except for access to Year 5 as mentioned above</li> <li>• New shower installed in First Aid room</li> <li>• Disabled toilets in both school buildings</li> </ul>	Accessibility to KS1 and KS2 classroom for all	Continuous	Physical accessibility of school increased.

		<ul style="list-style-type: none"> <li>Ramp (kept in disabled toilets near Y5/6 classrooms) – used for disabled access into Y5 classroom</li> </ul>			
	Improve outside access between KS1 and KS2 buildings	<ul style="list-style-type: none"> <li>Ramp access from both buildings</li> <li>Wider patio area outside KS1 to enable easier access</li> <li>New handrails on steps between KS2 and KS1 building</li> </ul>	Movement around the school made easier for all stakeholders	Continuous	Physical accessibility of school maintained
	Accessibility of ICT equipment	<ul style="list-style-type: none"> <li>Computer trolleys – in classrooms KS1</li> <li>In corridor KS2</li> </ul>	Increase ICT provision for all pupils	Continuous	Access to ICT equipment

Further Actions – see page 7

	<b>Further Actions necessary to:</b>	<b>Objective</b>	<b>Outcome</b>	<b>Timeframe/cost</b>	<b>Goals/date achieved</b>
1	Increase the extent to which disabled pupils can participate in the schools' curriculums	<ul style="list-style-type: none"> <li>Inclusion policy updated to include equality for disabled pupils. It mentions SEN but not the 'D'. This is in our School Information Report and Equality Duty.</li> <li>SENCO to do annual audit of individual pupil accessibility. E.g. Are pupils sitting at the front? Is all equipment working? This will be done in the Autumn Term.</li> </ul>	All children are provided with equal access to the taught curriculum		
2	Improve the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools	Ramp for lip up from glass porch and over rough mat into KS2 corridor	To make it easier for a disabled child to independently enter the KS2 building.(presently there are grab rails to help access)	Caretaker – 2020	
3	Improve the access into staff room for a disabled adult	<ul style="list-style-type: none"> <li>Grab rails would need to be installed between door way</li> <li>Kitchen cabinets moved</li> <li>Ramp installed</li> </ul>	To make the staff room accessible to all adults whatever their disability.		
4	Increase security of site while keeping access to school	Remote access "buzzers" on all gates into the school	Increased security of site	Long term	Physical accessibility of school increased