



Approved by Premises Committee: 21 Feb 2023

Approved by Governing Body: April 2023

Review date: Summer 2024

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



'Life in All Its Fullness – Come and See' John 10:10, 1:39



OBJECTIVE	<p>That all children have equal accessibility to the taught curriculum</p> <ul style="list-style-type: none"> • The school will take into account the pupils' disabilities and any needs hi-lighted by them or their parents/carers when their ISP/EHCP is developed. • 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) 				
	Targets	How we may help	Outcome	Time frame	Goals/date achieved
	Pupils with visual impairments have access to the curriculum	<ul style="list-style-type: none"> • Pupils placed near front of class • Larger type used • Coloured paper used where appropriate • Use of ICT (large icons on desktop etc) • Information provided orally or on tape • Visualisers available as necessary • Advice sought from the VI team • Training given to staff as necessary 	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"> • School makes itself aware of the services available through HCC/ HfL/DfE for converting written information into alternative formats 	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"> • Pupils placed near front of class • Pupils spoken to directly • Speech reinforced using facial expressions, signs or gestures • Speech reinforced with visual back-up print, pictures, concrete materials • Repeat other pupils' answers • Rephrase or repeat words and phrases • Use of microphones or personal amplification systems • Training given to staff as necessary • Advice sought from the HI team 	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"> • Portable Loop/sound system used in classrooms with hearing impaired children 	Loop system to be used throughout the school	When necessary	Accessibility of curriculum increased.

	Targets	How we may help	Outcome	Timeframe	Goals/date achieved
	Pupils with speech and language difficulties have access to the curriculum	<ul style="list-style-type: none"> • Pupils given time to process language and respond • Visual timetables • Ensure face to face and direct eye contact • Use simple and familiar language and short concise sentences • Avoid ambiguous vocabulary • Reinforce speech with facial expression, gesture and sign (Makaton and/or cued articulation) • Reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials • Emphasize key words, reinforcing visually • Avoid closed questions and encourage pupils to speak in sentences • Develop language through drama & role play • Advice and training sought from NHS Speech and Language therapists • SALT (Speech and Language Therapist) programs followed in school 	Curriculum more accessible to children with speech and language difficulties	Continuous	Physical accessibility of school increased.
	Children with specific physical or learning disabilities	<ul style="list-style-type: none"> • Staff supported by SENDCo for developing strategies • EHCP/ ISPs developed to support individual needs • Dyslexic friendly signage • Use of personalised ipads, laptops etc 	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"> • "Buddy" system in place • ISPs and EHCP shared with MSAs • Specific children/staff allocated to pupils with disabilities 	Children playing inclusively	Continuous	All pupils included in all aspects of school life so far as possible
	Teachers and teaching assistants have the necessary training to teach and support pupils with disabilities	<ul style="list-style-type: none"> • Staff attend relevant training courses • Use School Budget to support staff training and development. • Use outside agencies, specialist centres and support groups 	Staff trained and supported	Continuous	Curriculum accessible to all pupils

OBJECTIVE		That all members of the school community have equal opportunities to access the School premises			
	Targets	How we may help	Outcome	Timeframe	Goals/date achieved
	Equal opportunities to access the School premises so far as the practicalities and nature of the School site allow	<ul style="list-style-type: none"> School premises are inspected and reviewed to ensure (so far as possible and practical) accessibility for all Individual children's needs are discussed with CT and TA at least termly at Inclusion Reviews 	Needs of all members of the school community are met as far as possible	Continuous	Physical accessibility of school increased
	To ensure access into both school buildings	<ul style="list-style-type: none"> Large door access Wheel chair access to all KS1 and KS2 classrooms, except for Year 5 where a ramp would be available. Classrooms allocated according to cohort need. KS1 and EYFS doors have ramp access. KS2 access through school porch and/or main entrance Front door porch and wide entrance into main reception/front door. 	Accessibility easier for all	Continuous	Physical accessibility of school increased
		<ul style="list-style-type: none"> Access to upstairs in School House is limited, especially to anyone with mobility issues Any small group intervention / piano lessons for anyone unable to access upstairs would be able to be held in the Hub, Hall etc 			
	To ensure access in both school buildings	<ul style="list-style-type: none"> KS2 Library / Resources area in central area – available for all KS1 library and reading books in Hub grab rails for access into KS2 corridor from glass porch All floors level in both school buildings, except for access to Year 5 as mentioned above New shower installed in First Aid room Disabled toilets in both school buildings Ramp (kept in disabled toilets near Y5/6 classrooms) – available for use into Y5 classroom 	Accessibility to KS1 and KS2 classroom for all	Continuous	Physical accessibility of school increased.

	Improve outside access between KS1 and KS2 buildings	<ul style="list-style-type: none"> • Level access from both buildings • Wider patio area outside KS1 to enable easier access • New handrails on steps between KS2 and KS1 building, although use of sloping paths between KS1 and KS2 is an alternative • Offer support to access the whole site as required 	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"> • Computer trolleys – in classrooms KS1 • In corridor KS2 	Increase ICT provision for all pupils	Continuous	Access to ICT equipment

	Further Actions necessary to:	Objective	Outcome	Timeframe/cost	Goals/date achieved
1	Improve the physical environment of the school 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 school	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)		
2	Improve the access into staff room for a disabled adult	<ul style="list-style-type: none"> • Grab rails would need to be installed between door way • Kitchen cabinets moved • Ramp installed 	To make the staff room accessible to all adults whatever their disability.		