



St Issey Accessibility Plan 2017-2018

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our settings environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy along with SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- o To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - o recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - o recognises the effect their disability has on his/her ability to carry out activities,
 - o respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

- The SENCo provides staff with a wide range of information and guidance to ensure that they can plan lessons to meet the needs of all children and young people;
- The school works with a range of professionals and specialists to ensure that our practice is informed by up-to-date information and guidance on the best ways of working with individual pupils;
- Pupil passports are written for each child and young person on the Record of Need. These documents give specific detail on helpful strategies and ways in which the individual child/young person likes to be work;

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- The school was built in 2007 and is DDA compliant.

Improving the delivery of written information to disabled pupils

- We are working to ensure that all resources are provided in a range of formats to meet the needs of all pupils, including the use of different colour paper;
- Information about school events is communicated in a variety of ways: by letter, via the website and social media.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Staff will have greater confidence in understanding their responsibilities under the Equality Act	Incorporate disability awareness into new staff induction programmes and devise programmes of support for key staff who raise concerns regarding their own understanding.	Head of School, SENCo	Long term		

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All children and young people with disabilities can evacuate the building, safely.	Personal Emergency Evacuation Plans to be completed and reviewed on an annual basis for all pupils with a disability. Additional reviews to be completed if changes occur to buildings.	SENCo	Long-term	PEEPS to be in place in the first term of each academic year.	

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All teachers are able to fully meet pupils'/students' learning needs through effective differentiation	Monitoring by SLT and SENCo to ensure that lessons are planned to meet the needs of all pupils in every lesson.	SENCo and SLT	Ongoing		
	CPD sessions / coaching / team planning and support to focus on development of differentiation in all subjects.	SLT, Subject Leaders.	Ongoing		
	Identify and disseminate good practice on differentiation through the use of Peer Observations / shared planning.	SLT	Long-term		
	Staff will have access to strategies for working with children and young people with a range of additional needs (available on the staff area of the school network).	SENCo	Short-term	In place September 2017	
Pupils will demonstrate greater engagement with	Staff will have access to strategies for creating an active classroom.	SENCo; class teachers	Medium term	To start in September 2017 and to become embedded	

class activities by being supported to sustain a calm alert state.	Staff will meet with Occupational Therapists to discuss individual children's needs.			throughout academic year	
Pupils will feel empowered to communicate with teaching staff how they work best.	To fully establish Pupil Passports, involving children in their development and review;	SENCo; class teachers	Medium term	To start in September 2017 and to become embedded throughout academic year	

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All information provided to pupils and parents will be provided in accessible formats which account for the needs of all individuals	Staff to identify key families who would benefit from written information being provided in an alternative manner and provide this accordingly.	All staff/SENCo	Ongoing	To start in first term and to become embedded throughout academic year	
	Seek feedback from parents on information needs.	SENCo	Short-term	By end of the first term	
	Provide guidance to staff on difficulties with literacy, and accessible information.	SENCo	Ongoing	To be available in September 2017	

