

Accessibility Plan (2006-2009)

We, at East Wittering School, are committed to equal opportunities and inclusion. We acknowledge that it is unlawful to discriminate against disabled pupils and prospective disabled pupils, in all aspects of school life.

We believe that disabled pupils should have the same opportunities as non-disabled pupils in their access to education, in line with the Special Educational Needs and Disability Act 2002.

AIMS

1. Increasing access for disabled pupils to the school curriculum
2. Improving the delivery of written information to disabled pupil
3. Improving access to the physical environment of schools.

1 STANDARD - Increasing Access to the Curriculum:				
Targets	Strategies & Lead person	Outcome	Timeframe	Monitoring
To set suitable learning challenges for all pupils' Learning - including use of P Scales	List all children on P-Scales in school (SENCO)	Improved assessment and planning for learning	2006-09	Assessment Co-ordinator
Analyse results of children with disabilities	Use analysis to inform and future practice. Are they making suitable progress (SENCO)		Ongoing	Assessment Co-ordinator
To monitor attendance of disabled pupils	To monitor attendance of disabled pupils - Is it poor? How can it be improved? Monitor the use of sanctions/incidents and exclusions (SENCO)	Improved attendance of disabled pupils	Ongoing	Headteacher
To respond to pupils diverse learning needs and overcome potential barriers to learning and assessment for individuals and groups of pupils	Continue to build on good practice. To use VAK, differentiation, assessment for learning, appropriate use of ICT (seek advice re. safety of use of projectors, computers, interactive whiteboards for those with epilepsy) to increase access to the curriculum for those children with SEN and disabilities	For all children to have access to the curriculum whatever the complexity and diversity of need	2006-2009	Leadership and Management Team
For all children to be given support around emotional intelligence	Use of shared School Counsellor Nurturing, Circle Time, Child of the Week (SENCO)	For all children to have access to the curriculum whatever the complexity and diversity of need	2006-2009	Leadership and Management Team



2 STANDARD - To improve provision of information for disabled pupils by:

Targets	Strategies & Lead person	Outcome	Timeframe	Monitoring
<i>To improve provision of information</i>	<i>Seek advice from Physical/Sensory services to identify materials and providers on translation materials (SENCO)</i>	<i>Improved provision of information</i>	<i>2006-09 As need arises</i>	<i>Headteacher</i>
<i>To improve provision of information</i>	<i>Provision maps sent to all parents of children on School Action (SENCO)</i>	<i>Parents are kept informed of the additional and extra provision provided for their children</i>	<i>Ongoing</i>	<i>Headteacher</i>
<i>To improve provision of information within the classroom setting</i>	<i>Install interactive whiteboards classrooms (ICT co-ordinator)</i>	<i>Children have improved visual access</i>	<i>2006-09</i>	<i>Headteacher</i>
<i>To raise staff and parental awareness of a range of equipment and resources available if required</i>	<i>Setting up a library of resources Purchase and catalogue resources and equipment as required (SENCO)</i>	<i>Teachers and parents have access to central catalogue/resource bank. A range of equipment is available and in use</i>	<i>2006-2009</i>	<i>Headteacher</i>
<i>To improve provision of information</i>	<i>Include information re. school's provision for disabled pupils on the school's website (Office Manager)</i>	<i>Parents and children have improved provision of information which they can access from home</i>	<i>2006</i>	<i>Governors</i>
<i>To improve provision of information</i>	<i>Provide positive images of pupils with disabilities. Buy books and posters which provide positive images of disabled pupils SENCO</i>	<i>Increased compassion, respect and understanding of people with disabilities</i>	<i>2007</i>	<i>Governors</i>



3 STANDARD - To improve access to 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 associated services provided or offered by the school:

Targets	Strategies & Lead person	Outcome	Timeframe	Monitoring
<i>To make disabled toilet and basin more accessible to users</i>	<i>To consult with disabled helper, and implement improvements in line with guidance from Property and Maintenance Services (Premises Officer)</i>	<i>To make disabled toilet and basin more accessible to users</i>	2006	<i>Premises Cttee</i>
<i>To make buzzer in office more accessible</i>	<i>Lower the height of the buzzer in school foyer (Premises Off.)</i>	<i>Physical accessibility of school increased</i>	2006-09	<i>Premises Cttee</i>
<i>To establish Walking Bus for parents who find it hard to access school each day</i>	<i>Consult parents and Highways Dept. and set up Walking Bus if viable (H Heaton)</i>	<i>Easier access to school for children whose parents have difficulties</i>	2006-07	<i>Headteacher</i>
<i>To increase access for Disabled pupils and those with medical needs</i>	<i>Medical Care Plans in place for all disabled pupils. Reviewed annually. SENCO</i>	<i>Disabled pupils and those with medical needs have improved access to school provision</i>	<i>As need arises</i>	<i>Headteacher</i>
<i>To provide training for staff</i>	<i>Provide training for whole staff on disability issues. SENCO</i>	<i>Staff have expertise</i>	2006-09 ongoing	<i>Headteacher</i>
<i>To improve access to VI pupils</i>	<i>Colour contrast door architraves, door handles within redecoration rolling programme</i>	<i>Improved access to VI Pupils</i>	2006-14	<i>Premises Cttee govts</i>
<i>To build ramps outside playground entrances when playground is resurfaced</i>	<i>Liaison with finance, buildings and health and safety sub-committees of governing body</i>	<i>Physical accessibility of school increased</i>	2009-2014	<i>Headteacher</i>
<i>To adapt and modify specific areas in the school environment over successive years eg. environmental area</i>	<i>Anticipate difficulties that may arise for individuals. To install path in pond area of the environment area</i>	<i>To be more aware of; anticipate, and action the necessary modifications to the school environment. Physical accessibility of school increased</i>	2006-2014	<i>Headteacher</i>

