

## Accessibility Plan

### Identifying Barriers to Access: A Checklist

<b>Section 1: How does your school deliver the curriculum?</b>		
<b>Question</b>	<b>Yes</b>	<b>No</b>
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	x	
Are your classrooms optimally organised for disabled pupils?	x	
Do lessons provide opportunities for all pupils to achieve?	x	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	
Are all pupils encouraged to take part in music, drama and physical activities?	x	
Do employees recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	x	
Do employees recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	x	
Do employees provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	x	
Do you provide access to computer technology appropriate for students with disabilities?	x	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	x	
Are there high expectations of all pupils?	x	
Do employees seek to remove all barriers to learning and participation?	x	

**Section 2: Is your school designed to meet the needs of all pupils?**

<b>Question</b>	<b>Yes</b>	<b>No</b>
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	x	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	x	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	x	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	x	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	N/A	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	x	
Are areas to which pupils should have access well lit?	x	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	x	
Is furniture and equipment selected, adjusted and located appropriately?	x	

**Section 3: How does your school deliver materials in other formats?**

<b>Question</b>	<b>Yes</b>	<b>No</b>
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils, prospective pupils and families who may have difficulty with standard forms of printed information?	x	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	x	
Do you have the facilities such as ICT to produce written information in different formats?	x	
Do you ensure that employees are familiar with technology and practices developed to assist people with disabilities?	x	

Access Plan	Target	Strategy	Outcome	Timeframe	Achievement
<b>Short Term</b>	Steps – Caldecote Road to be repainted so that there is a colour contrast on the edges.	POs to action.	Visually impaired not fall down the steps. Paint will act as a colour contrast to the tarmac.	December 2023	Physical accessibility of school increased.
	Steps to the upstairs intervention rooms to be painted a different colour.	Purchase paint and POs to action.	Visually impaired will not trip on steps.	December 2023	Physical accessibility of school increased.
	Equipment to allow children with physical impairments to be able to access sports at break/lunch.	Purchase equipment.	Children will have more independence and stimulation.	December 2023	Physical accessibility for pupils increased.
<b>Medium Term</b>	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments and install window blinds.	Seek advice from Local Authority special educational needs service on appropriate colour schemes and blinds.	Several classrooms are made more accessible to visually impaired children.	Please see decorating schedule - ongoing	Physical accessibility of school increased.
<b>Long Term</b>	To make the reception area more accessible.	To provide an automatic option for the main door to be operated by staff. Also, to lower the reception intercom/buzzer.	Easier access for all.	This will be an option when the doors need replacing.	Easier access for all.

	Ensure that visually impaired pupils and adults are aware of level changes.	The school will paint a bright colour on all steps through the entire building.	Visually impaired visitors/pupils will be able to identify level changes.	Two short term objectives remaining.	Visually impaired pupils and adults can move around the school building with confidence.
	Improve the accessibility of the breakfast room for wheelchair users.	Lower worktops have been suggested. However, pupils work at the tables and not at the workstation so this is not needed.	Easier access for wheelchair users.	When the breakfast room is due to be renovated. Look at accessibility and a lower workstation.	Physical accessibility of school increased.
	Look to install some wheelchair friendly static playground equipment.	Research the market and check for budget.	Children will have more independence and stimulation.	When budget is available.	Physical accessibility for pupils increased.
<b>Completed</b>	To make the playgrounds safer for pupils with physical disabilities or visual impairments.	Re-tarmac the playgrounds and level the drains.	Safer playgrounds for all.	July 2019	Physical accessibility of school increased. <b>COMPLETED JULY 2019</b>
	School plans to improve access to designated areas over successive financial years. The school decides which of its entrances and exits have priority, and plans to fit ramps and handrails to all of these.	Planned use of minor capital delegated resources and discussion with the Local Authority concerning the use of centrally based funding.	Ramps installed where needed.	April 2019	Physical accessibility of school increased. <b>COMPLETED JULY 2019</b>
	School plans to improve and refurbish the sensory area so it is more accessible to all pupils, especially those with special needs or disabilities.	<ul style="list-style-type: none"> <li>• Safe Space (The Pod)</li> <li>• Relocation of sensory equipment</li> <li>• Removal of doors</li> <li>• Wall padding</li> <li>• Soft play/furnishings</li> <li>• Portable sensory equipment</li> </ul>	Reduction in physical restraints and seclusions. Improved sensory responses and understanding for pupils with sensory needs.	March 2020	Reduction in physical restraints and seclusions. Improved sensory responses and understanding for pupils with sensory needs. <b>COMPLETED MAY 2020</b>
	Steps into EYFS playground to be painted a different colour.	Purchase paint and POs to action.	Visually impaired will not trip on steps.	October 2020	Physical accessibility of school increased. <b>COMPLETED OCTOBER 2020</b>