**XXXXXXX Primary School**

**DRAFT**

**Accessibility Policy Statement**

**“Mission Statement”**

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| --- | --- |
| Presented by |  |
| Role(s) |  |
| Approving Body Committee | Personnel & Resources |
| Adopted | March 2020 |
| Review Date | Spring 2023 |
| Review Period | 3 years |
| Statutory Requirement | Yes |

**Review Sheet**

The information below details previous versions of this document. It gives a brief description of each review and a brief summary of amendments made since the previous version date, if any.

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| **Version** **Number** | **Version Description** | **Date of Review** |
| 1 | Original | March 2012 |
| 2 | Complete review of accessibility plan to develop policy and amend plan | March 2020 |
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Accessibility Action Plan

1. **Introduction**

XXXX is a diverse and inclusive community that focuses on the wellbeing and progress of every pupil and where are members of our community are of equal worth.

We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that all pupils ‘achieve their very best’.

We aim for XXX to be a centre of excellence in learning, where *all* pupils, including those with disabilities, are supported and challenged to fulfil high ambitions.

The school’s SEND policy and local offer play a substantial role in guiding the school’s developing provision for pupils with special educational needs and disabilities.

1. **The Legal Context**

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

* To increase the extent to which disabled pupils can participate in the school's curriculum.
* To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
* To improve the delivery of information to disabled pupils, so information is as available as it is for pupils who are not disabled.

The Accessibility plan supports implementation of the Local Authority Access Strategy.

1. **Definition of Disability**

The Equality Act 2010 states that a person has a disability if:

* they have a physical or mental impairment;
* the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

* 'substantial' means more than minor or trivial;
* 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
* 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition does not just consider physical needs but also covers a wide range of sensory and learning needs and impairment resulting from, or consisting of, a mental illness

In addition, there are a range of ‘hidden impairments’ such as dyslexia, speech and language needs, autism, attention deficit hyperactivity disorder (ADHD).

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil’s ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

* Mobility
* Manual dexterity
* Physical coordination
* Continence
* Ability to lift, carry or otherwise move everyday objects
* Speech, hearing or eyesight
* Memory or ability to concentrate, learn or understand
* Perception of risk or physical danger
1. **Reasonable Adjustments**

We have a duty to make reasonable adjustments for disabled pupils:

* + When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
	+ We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

Failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We are not expected to make adjustments that are not reasonable.

Whilst there is no specific definition on what may be ‘reasonable’ it is for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school. Whilst schools are not under a duty to make alterations to the physical environment within the reasonable adjustments duties, we should be planning to do so as part of our Accessibility planning.

1. **Context of the School**

XXXXXXXXX maintains an important role in the community. It has been a church since …. And serves the communities of ………...

The main part of the building was built in ……... Alterations to this building were made in 19….

Currently the school is on a range of levels with three classrooms on the upper floor and the staff room on a lower level to the main part of the school… The hall is on two levels ….

At present, only part of the school is wheelchair accessible. …..

Add in about current building alterations…..

1. **Aims of the Accessibility Plan**

The Accessibility Plan shows how St John Bosco R.C. Primary School intends, over time, to increase the accessibility to the environment, curriculum and information in our school for disabled pupils, staff, parents/carers and visitors. This plan summarises what is already in place and our additional development priorities in each of the three areas specified by the Equality Act 2010. The school is also committed to making reasonable adjustments for individual pupils to ensure all pupils can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

Information from *(e.g. Pupil Data and School Audit or SEND Review)* is used to inform development targets to improve pupil access and progress. Development priorities identified in the Accessibility Plan are included in the School Development Plan.

1. **Key Objectives**

The objectives of our Accessibility Plan are:

* To ensure all pupils, including those with disabilities are fully involved in school life and are making good progress.
* To identify barriers to access and participation and find practical solutions to reduce, minimise the impact or overcome them.
* To work collaboratively with disabled pupils and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
* To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled pupils.
* To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils, staff, parents/carers and visitors.

 We are committed to:

* providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
* challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
* providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum in setting suitable learning challenges, responding to a pupil’s diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

1. **Use of School and Pupil Data**

 We will collate and use schools and pupil data in a range of ways such as to:

* Identify the numbers of pupils regarded as disabled and group numbers under SEND: sensory needs, physical mobility needs (including non-wheelchair users), ASD, long term medical needs, speech, language, communication needs, SpLD. Some pupils regarded as disabled under the terms of the Equality Act may have more than one condition;
* Monitor potential impact on attendance;
* Monitor potential impact on attainment;
* Monitor impact of pupil groupings;
* Monitor the physical accessibility
* Monitor impact of specific support or interventions;
* Monitor impact on access to clubs and other off-site activities including trips or residential trips;
* Monitor the confidence of staff in meeting the needs of pupils and to identify training needs;
* Identify examples of good practice in supporting access, participation and inclusion;
* Identify examples of areas for development or improvement;
* Prioritise targets for development and improvement.
1. **Consulting With Others**

We are committed to ensuring that other stakeholders are consulted and, where appropriate, involved in identifying priorities to:

* ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy;
* consult the full governing body & SEND governor;
* consult staff including specifically SENDCo, SLT, curriculum leads, heads of department, health and safety staff;
* allow the views of pupils, both disabled and non-disabled to be taken into account;
* allow the views of parents/carers to be taken into account and to ascertain their views on our provision for disabled pupils
* to involve other outside agencies such as LA services, specialist services or appropriate health professionals who exist to support school in meeting the needs of disabled pupils;
* ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders.
1. **Accessing the School Accessibility Policy Statement and Action Plan**

The Accessibility policy and action plan will be available on the school website.

The plan will be made available in different formats when requested including large print, simplified text, braille or different languages.

1. **Financial Planning**

The Headteacher together with the Finance/Buildings Committee will review the financial implications of the School Accessibility Plan and plan as part of the general budget review process. The plan will be financed by identifying costs, determining priorities and incorporating targets into current and future budget commitments. Targets identified and actions to be taken as part of the Accessibility Plan will be included as part of the School Development Plan.

1. **Review**

The Accessibility Plan will be reviewed every 3 years in line with the School Development Plan and Equality Objectives.

1. **Related Policies**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

School Development Plan

Curriculum Policies

Equality Statement and Objectives

Staff Training and Development Plan

Governor Training Plan

Health & Safety Policy

Special Educational Needs and Disabilities Policy,

Local Offer Response & Information Report

Off-Site Visits Procedures

Whole School Behaviour Policy & procedures

Asset Management Plan

Complaints Procedures

1. **The Accessibility Plan**

**XXXXXXX Primary School**

**Accessibility Plan 2020 - 2023**

This Accessibility Plan has been written in consultation with: Specify all those involved in development of the Accessibility Plan

The consultation process involved: Specify how stakeholders identified have been involved.

The school’s commitment to identifying barriers to access and learning, and making reasonable adjustments for disabled pupils is highlighted in the Policy statement. The following Appendices highlight how this is put into practice in school and identifies specific practice and strategies used to support pupils to access the curriculum, the environment and information. The Plan also summarises ongoing development priorities within an Action Plan which forms part of the School Development Plan.

**Appendix 1: School and Pupil Data Analysis**

Current student data shows that:

* As of the start of the academic year 2019- 20 there are *xx number* of pupils regarded as disabled under the definition within the Equality Act 2010. Some of these pupils may have more than one area of need. These are grouped as:

|  |  |
| --- | --- |
| **Area of Need** | **Number of Pupils** |
| Sensory support needs |  Visual:Hearing: MSI: |
| Autism |  |
| Physical disability |  |
| Long term, complex or fluctuating medical needs |  |
| Speech, language, communication needs |  |
| Learning needs or specific leaning needs |  |

The school following as examples of our good practice have been identified through e.g. Accessibility Review

* Staff are positive and inclusive in working to support the needs of disabled pupils in school;
* Staff work well with pupils, parent/carers, Caritas, play therapists and other professionals to meet the needs of pupils with disabilities.
* Pupils with SEN(D) participate well in the life of the school.
* They are well represented on the student council, in extra-curricular activities and sport (*evidence*).
* Pupils with disabilities are able to access all off site visits and events due to careful planning by staff. Visits and events are planned individually to take in to account the needs of attending pupils with SEN(D).
* Pupils with SEN(D) have access to the full curriculum and their curriculum is when required tailored to best suit their individual needs.
* Pupils with medical needs are well supported by school policies and practices.
* Pupils with physical disabilities have good access to the majority of the school site through recent investment in building accessibility such as the installation of more ramps and infrastructure such as a lift and self-opening/closing doors.

The school identifies the following as areas for improvement:

* To be more anticipatory in improving the physical environment and access of the school.
* There are still areas of the school which have limited accessibility to pupils with disabilities. Notably *the pool area and most internal/external doors that are not self-opening/closing.*
* School staff could still be better aware of Equalities legislation.
* School policies (such as anti-bullying, teaching and learning and time-tabling) could be more specific in their practices regarding pupils with SEN(D)
* The ways in which information is currently provided for disabled pupils and parents/carers with disabilities could be made more accessible.

In order to ensure that our data is up to date and accurate we will:

* liaise with the Local Authority and feeder nurseries and nursery settings so as to identify and therefore plan a response to pupils with a disability well before they arrive;
* implement a system that allows parents to inform us if they themselves have a disability;
* identify early on in their school career any obstacles to the effective learning of disabled pupils;
* use information supplied via LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.

**Appendix 2: To increase the extent to which disabled pupils can participate in the school curriculum**

We continue to improve of access to the curriculum for pupils with a disability by:

* Tailoring the curriculum as necessary to ensure that pupils with a disability are equally, accessing the curriculum with access to appropriate teaching and learning opportunities (give e.g’s of support strategies, interventions, changes to the school curriculum and appropriate assessment methods, changes to behaviour management, organisational changes to layout of classrooms, timetables etc and link with SDP where appropriate)
* Monitoring participation in after-school clubs, leisure and cultural activities or off-site visits.
* Providing specialist aids and equipment, which assist pupils in accessing the curriculum e.g. give examples specialist chair, adapted PE equipment, rise and fall hobs for DT lessons,
* Providing staff training on areas of need identified by staff. This has included; e.g. disability awareness, equality training, sensory awareness training, training in Makaton, training in use of visuals such as visual timetables, ELKLAN training etc.
* Accessing and following the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts eg. delivery of staff training by NHS staff on catheterisation, support for Senco in developing Accessibility Plan.

The school governors are supporting the head teacher and school staff by:

* Identifying a nominated lead Governor to work with the Head teacher and Senco on development of disability equality priorities and to link with financial planning of the school with the aim of improving physical access;
* Considering whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for pupils with physical or behavioural challenges;
* Barriers or threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;
* Ensuring that pupils have a voice in decisions that affect them e.g. through the role of nominated Governor in the school council;
* Ensuring that action has been undertaken to give parents and carers a voice and establish ways in which they can actively support their children’s education e.g. through developing the role of parent Governors in consulting with parents;

The school SENDCO, in addition to working with the governors, head teacher and school staff has:

* Accessed and arranged appropriate training for staff as required by staff and pupils (identified through audit, advice from professional colleagues in other services, parents/carers and young people) in order to better understand the needs of pupils with a range of disabilities
* Disseminated key information to staff through the use of e.g. personal profiles, pen portraits, communication passports, IHCPs to all staff.
* Enhanced the positive culture and ethos of the school to improve the schools ability to include those with disabilities, by give eg’s purchasing resources to promote and raise awareness of disability, providing positive role models of adults with disabilities to encourage success and achievement through assemblies.
* Monitors attainment and progress of pupils with disabilities with staff by (Give e.g’s)

We commit to ensuring that physical aids to support access to education can be sourced in a timely manner to meet the individual needs of our pupils as specified by the SEND framework. These aids include items such as the following:

ICT equipment including:

* enlarged computer screens and keyboards,
* concept key boards, mini keyboard, keyguard, switches, joystick, rollerball mouse, mini mouse,
* radio aids,
* Chrome books, Ipads, laptops, and software including Clicker 8, Dragon speak

Classroom Equipment to support access to the curriculum for pupils with fine motor or mobility needs includes:

* specialist and adapted desks and chairs
* aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils, writing slopes, adapted rulers, scissors,
* adapted PE equipment such as lightweight bats and balls, large football for wheelchair, Theraputty, dycem
* football, floor based basketball net

Equipment to support access to the curriculum for pupils with sensory support needs includes:

* Audit of the school library to ensure the availability of large font and easy read texts to improve access.
* auditing the use of, and methods of displaying materials around the school.
* raising awareness of font size and page layouts to support targeted pupils identified with visual impairments.
* Audio balls,

Equipment to support access to the curriculum for pupils with speech, language and communication needs includes:

* PODD book, communication boards,
* ELKLAN resources?
* Gridpad
* Voice output devices
* Single message recording devices

Equipment to support access for pupils with ASD includes:

* Access to appropriate use of symbols and visual timetables,
* Distraction free low stim environment

**Appendix 3: To improve the physical environment of the school to ensure disabled pupils can access all benefits, services and facilities offered by the school**

The school undertakes a buildings accessibility audit every three years in advice of the review of the Accessibility Plan.

Whilst *good/ slow/some progress* has been made in the last xx years with the accessibility of the buildings at xxxx School we are aware that some areas of our school are not yet as accessible for pupils, staff or visitors with disabilities as they could be. In consultation with e.g. the GB, the Diocese, xxxx (where necessary and appropriate), we are continuing to investigate improvements to the site, to ensure we meet the planning duty required of all schools.

Areas of strength identified by the last building access audit include:

* main building entrance and low level desk.
* accessible parking is available in the main car park.
* Teachers have written advice on the how to move and rearrange furniture , how to manage lighting,

Areas of improvement may include, but are not limited to:

* Aids to physical access including ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.
* Improved access such as steps, stairways, kerbs, exterior surfaces and paving, parking areas,
* building entrances and exits (including emergency escape routes),
* internal and external doors and gates,
* toilets and washing facilities e.g. a new accessible bathroom/hygiene suite is needed to support the management of personal care.
* lighting, ventilation,
* lifts and stairs e.g there are currently 3 rooms which cannot be accessed on the first floor.,
* floor coverings and furniture.
* Auditing signage around the school to ensure that is accessible to all.
* acoustic treatment and colour schemes
* Ensuring all staff have involved in moving and handling of pupils have attended statutory training and are aware of their duties in implementing moving and handling risk assessments and care plans.

It is a requirement for schools to be anticipatory in meeting the needs of pupils with disabilities and the school is committed to being anticipatory in meeting the curricular and access needs of pupils to ALL school activities including those within the wider curriculum.

It is expected practice that a long term plan for a pupil on arrival at school is completed by staff in collaboration with the Senco. This plan should identify significant school events that can be anticipated as they are part and parcel of school life. Barriers or challenges to access to pupils with disabilities should be identified, targets and actions set for how these barriers can be overcome, and reasonable adjustments that need to be made considered. Timescales and allocation of responsibilities will also be identified.

Pupils are currently supported in the following ways to access the following benefits, services and facilities as part of the wider curriculum offered by the school:

* additional staffing provided to support access to swimming lessons
* pupil specific risk assessment completed for all off site trips and visits in addition to class EV1 and 2
* accessible coaches are always used for xx class
* sports day adapted to include activities accessible for all including wheelchair users
* pupil specific risk assessment completed to support access to after school clubs where barriers to access are identified and reasonable adjustments planned for
* all staff have training on using the tail lift on the minibus
* ALL staff supporting pupils with mobility needs access mandatory moving and handling training
* School stage has a ramp to support access to pupil shows such as the nativity, Y6 leavers’ assembly etc.
* Additional staffing is provided for after school clubs to enable pupils with personal care needs or medical support needs to attend e.g. pupil with diabetes, epilepsy, pupil who needs catheterisation etc.

**Appendix 4: To improve the delivery of written information to disabled pupils so information is available equally to all pupils.**

We strive to:

* produce all school literature at the correct font size for visually impaired pupils;
* investigate alternative ways of providing access to information, software and activities;
* investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events.

The information will be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Governors working with the head teacher and relevant school staff will achieve this by:

* Identifying pupils, parents and carers who require information in different formats
* Informing readers that school published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.
* Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
* Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
* Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil needs.
* Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

**Accessibility Action Plan 2020-2023**

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| **Target Area 1** | **To increase the extent to which disabled pupils can participate in the school curriculum** |
|  **Target** | **Strategies** | **Timescale** | **Responsibility** | **Success Criteria** |
| **Short Term** |  |  |  |  |  |
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| **Medium Term** |  |  |  |  |  |
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| **Long Term** |  |  |  |  |  |
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| **Target Area 2** | **To improve the physical environment of the school to ensure disabled pupils can access all benefits, services and facilities offered by the school** |
|  **Target** | **Strategies** | **Timescale** | **Responsibility** | **Success Criteria** |
| **Short Term** |  |  |  |  |  |
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| **Medium Term** |  |  |  |  |  |
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**Accessibility Action Plan 2020-2023**

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| **Target Area 3** | **To improve the delivery of written information to disabled pupils so information is available equally to all pupils.**  |
|  **Target** | **Strategies** | **Timescale** | **Responsibility** | **Success Criteria** |
| **Short Term** |  |  |  |  |  |
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**Accessibility Action Plan 2020-2023**

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| **Target Area 1** | **To increase the extent to which disabled pupils can participate in the school curriculum** |
|  **Target** | **Strategies** | **Timescale** | **Responsibility** | **Success Criteria** |
| **Short Term** | To raise staff awareness of school duties under Equality legislation  | To provide staff training on Equality legislation, reasonable adjustments and the role of accessibility plans in supporting access for pupils with disabilities.  | Jan –March 2020 | Head/GB | Staff demonstrate evidence of reasonable adjustments being made to support access for pupils with disabilities in observations |
| **Target Area 2** | **To improve the physical environment of the school to ensure disabled pupils can access all benefits, services and facilities offered by the school** |
|  **Target** | **Strategies** | **Timescale** | **Responsibility** | **Success Criteria** |
| **Medium Term** | To identify and cost adaptations to the environment which will ensure full access throughout the school for pupils with mobility needs including wheelchair users | To complete a full environmental access audit and use to identify priorities for action in supporting the needs of pupils with mobility needs to access all aspects of the school environment | March –May 2020 | Head/SLT/Senco/GB | Environmental access audit complete. Strengths and areas for development identified and priority areas costed and presented to GB for discussion. Reasonable adjustments made to support full access. |
| **Short Term** | Classrooms and other areas are optimally organised to promote access, participation and independence for all pupils | Review and implement a preferred layout of furniture and equipment to support access to all learning spaces  | May 2020 | Head/ Senco/ Class Teachers | Adjustments are made to organisational arrangements to ensure pupil with mobility needs can safely access all the learning spaces. |
| **Target Area 3** | **To improve the delivery of written information to disabled pupils so information is available equally to all pupils.** |
|  **Target** | **Strategies** | **Timescale** | **Responsibility** | **Success Criteria** |
| **Short Term** | Improve the delivery of written information to pupils with dyslexia and visual impairments | Liaise with specialist support services to identify appropriate ways of presenting information for these groups of pupils.Use information from specialist services to develop pupil specific advice where appropriate.Undertake audit of current practice and staff training needs  | March - July | Senco to developClass teacher /TA to use | Written guidance for staff on agreed practice to be used in school to support access for written information to pupils with VI and dyslexia.Staff training needs identified in meeting the needs of VI and dyslexic pupils |

**Accessibility Plan 2020-2023**