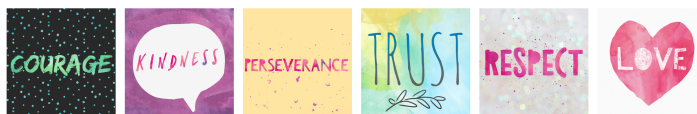


Accessibility Strategy Review

How does our school deliver the curriculum?		
Questions to consider?	Yes/No or comment	Action to be taken
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	<p>Sought advice and support from Occupational support, Physiotherapy, SSENS, ICT support etc. Manual handling training attended by relevant staff.</p> <p>School nurse involved in advice / creating health care plans.</p> <p>Parents involved in discussing disabilities and how best to support their children.</p> <p>Transition arrangements involve meetings to discuss needs of pupils, sharing of good practice meetings.</p> <p>Training of teachers / TAs and MDSAs in understanding needs of pupils and suitable provision</p>	<p>On going monitoring and evaluation to ensure best practice and needs being met.</p> <p>On-going need to plan ahead, eg transition to next class – will the TA go with specific children, will the new class teacher and TA need training, will there be an opportunity to share good practice, need to ensure we raise awareness of whole staff, including MDSAs.</p> <p>Address any training on a needs basis.</p>
Are our classrooms organised for disabled pupils?	<p>Yes. Eg awareness of seating arrangements and furniture positions. ICT available in each class. Teachers adjust smart board to support particular needs i.e. coloured background to help children with dyslexia.</p> <p>All classrooms accessible to wheel chair users. All pupils have access to disabled toilet as necessary</p> <p>Individual needs are considered i.e. access to fluid not restricted / promoted for children with medical need for hydration / use of ICT to aid physical impairment.</p>	<p>On-going need to plan ahead, eg transition to next class, need to ensure raise awareness of new class teacher etc.</p> <p>Consider work areas / booths for children with ASC</p> <p>Consider if we may need height adjustable tables</p> <p>Questionnaires / interviews with selected pupils re. provision and environment.</p> <p>Survey of classrooms.</p>

	<p>Pupils with disabilities are put in classrooms that may be most suitable, e.g classrooms with easier access and access to appropriate facilities (toilets etc)</p> <p>Voice of staff considered to aid pupil with ASC.</p>	
Do lessons provide opportunities for all pupils to achieve?	<p>Yes, because of the support available including TAs, ICT, specific resources and equipment, differentiated tasks.</p> <p>SENDCo to advise / review Dyslexia Friendliness and suitability for pupils with motor difficulties.</p>	Continual need for monitoring of support. Need to obtain/borrow necessary resources/equipment eg loop systems, adapted ICT when need arises
Are lessons responsive to diversity?	<p>Yes.</p> <p>Teachers plan for and deliver using a wide range of differentiation and resources to take into account the needs of all learners of all abilities.</p>	Should be monitored through scrutiny of planning
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes	
Are all pupils encouraged to take part in music, drama and physical activities?	Yes - with differentiation. Additionally all pupils, despite any disability, will be given the opportunity to access after school clubs	Monitor the take-up of extra curricular activities by learners with disabilities. Review provision as required. Seek parental views.
Do staff recognise and allow for the mental effort by some disabled pupils, for example using lip reading?	Bespoke training, raised awareness of challenges faced by children, e.g extra time needed to complete tasks.	Monitor and evaluate – pupil / parent / teacher voice.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes. Equipment and technology utilised to support when necessary.	Monitor and evaluate – pupil /parent / teacher voice.
Do staff provide alternative access to experience or understanding for disabled pupils who can't engage in eg some forms of PE exercise?	Yes. TA support, differentiation and individualised programmes	PE subject leader to review.
Do we provide access to computer technology appropriate for students with disabilities?	Programmes provided to support specific areas of learning, use of word processing / text readers etc. for Dyslexic pupils, adapted ICT equipment for physical disabilities.	<p>Need to keep updating programmes and equipment to respond to needs. Consider use of speech recognition software.</p> <p>Update technology and hardware.</p>



Are school visits made accessible to all pupils irrespective of attainment or impairment?	<p>All children go on school visits. YR 5/6 Residential Trip offered to all.</p> <p>Medication administered on trips.</p> <p>Choice of centres considered carefully for residential trips to ensure suitability for all pupils. For every school trip will need to assess suitability for medical and physical needs.</p> <p>Risk Assessments always made.</p>	<p>Ensure all the staff take full consideration of the needs of the pupils in their class.</p> <p>SENDCo to advise and monitor.</p>
Are there high expectations of all pupils?	<p>Yes.</p> <p>The school promotes high expectations for all pupils.</p>	
Do staff seek to remove all barriers to learning and participation?	<p>Yes. Awareness of different learning styles, differentiation, appropriate support, resources.</p> <p>Extra time applied for in SATs if appropriate – SENDCo and Year 6 teachers plan this.</p>	

Does the size and layout of all areas allow access for all pupils?		
Questions to consider?	Yes/No or comment	Action to be taken
Can pupils who use wheelchairs move around the school?	Yes. Toilet at the front of the school that is accessible for wheelchair users plus the toilets in the new classroom block.	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	<p>Yes.</p> <p>No particular signage of different areas. Signs on toilet doors.</p> <p>Doorways to outside may be difficult to open for persons with disabilities</p>	<p>Need signage around school as to toilets etc.</p> <p>Consider if doors can be improved for persons with disabilities?</p>
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?	<p>Yes, regular fire drills.</p> <p>No visual alarm.</p>	
Are non-visual guides used, to assist people to use buildings?	Not at this time.	Will need to be reviewed as the need arises.



Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	Teachers advised on display board colour and display of resources due to pupils with needs in class.	SENDCo complete audit.
Are areas to which pupils should have access well lit?	Yes.	
Are steps made to reduce background noise for the hearing-impaired pupils?	Yes. Eg using the quiet room or library. Also teacher's management of behaviour eg expectations of a quiet and well-behaved class.	Open plan units can be partitioned off into separate classes, as far as is practically possible and as necessary.
Is furniture and equipment selected, adjusted and located appropriately?	Yes, eg. Loop System, ICT equipment. Disabled staff member works in a class room in the main school building to lessen walking to be done.	Consider as the need arises.

How does our school deliver materials in other formats?		
Questions to consider?	Yes/No or comment	Action to be taken
Do we provide information in simple language, symbols, large print, on audiotape, or Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Yes. Eg large print for the visually impaired, coloured paper for those with SEN or SPLD such as Dyslexia. Use of symbols etc.	
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities? eg reading aloud, interactive whiteboards and describing diagrams.	Yes.	Ensure teachers are changing the background colour, font size, and supporting with spoken instruction to suit learners.
Do we have facilities such as ICT to produce written information in different formats?	Yes.	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes, and is ongoing.	Develop staff awareness of technology and practices that have been developed to assist people with disabilities.

