

Accessibility Plan 2016 - 2017

1. Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school visits. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

Improving the Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Classrooms are optimally organised to promote the participation and independence of all pupils in line with the Dyslexia friendly status criteria.	Review and implement a preferred layout of furniture, equipment and wall displays to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	2016-2017 SENCo to lead on this aspect	Ensuring all children can access the curriculum

2. Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils - such as hand-outs, timetables, textbooks, information about school events - available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format, including work sheets, timetables, school examination papers, newsletters, information about school events, visits and extracurricular provision could be made accessible to all those with a disability.

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	2016-2017	Delivery of information to disabled pupils improved.
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all.	2016-2017 SC & Reprographics team at Brewood to lead on this	Delivery of school information to parents and the local community improved.
Encourage parents to tell us how we can improve accessibility for them	Reminder to be included regularly in school communications Please tell us if we can make it easier for you to: <ul style="list-style-type: none"> ➤ Access our building ➤ Access school information Please contact the school office to discuss your needs in detail so that we can arrange this for you.	The school will be better informed of parents' needs to improve their accessibility accordingly	2016 - 2017	Accessibility is improved to meet the needs of all stakeholders

3. Improving the physical environment of school

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture.

Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems.

The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities.

Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like e.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

11th October 2016