

## **POLICY FOR DEVELOPING AND REVIEWING OUR ACCESSIBILITY PLAN**

**School name:** Highwoods Primary School

**3-year period covered by the policy:** June 2015 – June 2018

Policy agreed: Disability and Accessibility Plan

Date: June 2016

Policy to be reviewed : June 2017

### **Introduction**

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a

disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities

- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

### **The Responsible Body**

The responsible body (in maintained schools this is the governing body) must prepare—

- an accessibility plan;
  - further such plans at such times as may be prescribed.
- An accessibility plan is a plan for, over a prescribed period—
- increasing the extent to which disabled children / young people can participate in the school's curriculum;
  - improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
  - improving the delivery to disabled children / young people—
    - (i) within a reasonable time, and
    - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children / young people who are not disabled.
  - An accessibility plan must be in writing.
  - During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
  - It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

**The Statutory Policies for Schools (Sept 2014)** states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

### **Other relevant legislation, regulations & guidance;**

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)  
Working Together to Safeguard Children (2013)  
Reasonable adjustments for disabled pupils (2012)  
Disability Discrimination Order (2006)  
The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)  
The Children Act 1989 Guidance and Regulations Volume 2 & 3  
DfES "Accessible Schools: Planning to increase access to schools for disabled pupils"  
Health Standards (England) Regulations 2003

### **The School's Context**

We are a **maintained school** for children who are aged from **4** years to **11** years. The school comprises of **1** building covering a **small** site, mostly of one storey construction.

In the years **2015/16**, we had **0** child identified as having a disability under the given definition.

### **The School's Aims**

#### **Vision and values**

At Mexborough Highwoods Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Mexborough Highwoods Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

#### **Definition of Disability**

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if it affects one or more of the following:

mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

#### **Gathering and using information**

We will gather information on disability equality as part of our collection of evidence for the School Development Plan and during the self-evaluation process. This information will be used to set and review our disability equality objectives.

## **Data**

At the writing of this plan there are 61 pupils attending Highwoods School that are on support plans, 0 annual support plan and 2 CLA. All children are making at least the same progress as those not on support plans and in most cases making more than. At present there is 1 child who needs physical help in PE.

We have 1 child who is waiting a diagnosis of autism.

There are 12 children who have speech and language therapy but are catered for through internal and external sourced speech and language therapists and they follow a set plan.

## **Involvement and consultation**

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Mexborough Highwoods Primary School has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

Consultation with disabled pupils / staff / parents to determine their priorities for the school with regards to disability equality over the next three years via:

Pupil discussion  
Drop-in sessions  
Parental involvement

## **Employment**

As an employer we will ensure that we eliminate discrimination and harassment in our employment practice and actively promote disability equality within our workforce. We will ensure equality of opportunity throughout all our employment practices, including, recruitment, retention and training.

Bullying and harassment of staff will be monitored and appropriate action taken to address and eliminate it.

NOTE: The Disability Rights Commission Code of Practice lists key employment issues that are usually the most common ones to be considered, these include:

- flexible working arrangements
- appraisal and performance-related pay systems
- sickness absence
- redundancy selection criteria
- emergency evacuation procedures
- procurement of equipment, IT systems, software and websites
- information provision
- employee training and development
- employee assistance schemes offering financial or emotional support.

The Local Authority is a Disability Symbol user, which means we have made five commitments as an employer:

- a guaranteed job interview for those who meet the essential requirements for a job
- to consult disabled employees regularly

- to keep employees if they become disabled
- to improve the knowledge of employees about disability and
- to check progress each year, plan ahead and let employees know about progress and future plans

The school will, taking medical or specialist advice where appropriate, ensure that all reasonable adjustments are made to allow new and existing staff with disabilities to work effectively within the school.

### **Making things happen**

#### **Disability Equality Action Plan**

In order to ensure that action is taken to meet the Disability Equality Duty, Mexborough Highwoods Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section.

This may include some of the good practice examples below:

- Promoting equality of opportunity between disabled people and other people.
- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning,
- Ensuring that the talents of disabled pupils are represented accordingly through the Able and Talented Registers.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
- Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report. Take action against offenders.
- If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.
- Promoting positive attitudes towards disabled people.
- Use the school environment to promote positive attitudes to disability.
- Ensure that disability is represented in posters, collages, displays and learning materials.

#### **Formulating our Accessibility Plan**

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEN Governor**
- **Headteacher**
- **Assistant Headteachers**
- **Parent representative**

#### **Process**

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents checked.
- 6) Publication of the plan (and included it in the governors' report to parents).
- 7) Implemented the plan and allocated adequate resources.

- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

### **Accessing the School's Accessibility Plan**

***See school policies and the school website.***

### **Other School Policies & Documentation**

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

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion / SEND
- Special Educational Needs Policy and the school's SEN Information Report.
- Behaviour Management
- School Development Plan
- School Brochure and Mission Statement
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The School's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

## Increasing access for Disabled Pupils to the School Curriculum

At Mexborough Highwoods Primary we are continually improving the quality of teaching and learning throughout school, through Continuous Professional Development (CPD) we aim to enhance staff's knowledge, skills, and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes.

We encourage all pupils to participate fully in the broader life of the school by attending after school clubs which are relevant to their age group, leisure and cultural activities an educational out of school visits. The only exception would occur if a child has breached school rules and it was deemed that exclusion from the after school club may be used as a suitable short-term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiation within the curriculum	Acknowledge staff training needs on curriculum access.  Assign training for dyslexia, differentiation and recording materials	On-going – as required	Inclusion Lead/CPD	Raise staff confidence in strategies for differential and increased pupil participation.
Ensure that class support staff have received the specific training on disability issues	Be aware of staff training needs  Staff access the appropriate CPD  Outline any learning modules where required	As required	Inclusion Lead/CPD	Raise confidence of support staff
Ensure that all staff are aware of disabled children's curriculum access	Individual Access plans for disabled pupils when required  Information sharing with all agencies involved with the child.	As required	Inclusion Lead	All staff aware of the individual's needs
Out of school visits accessible to all	Ensure that staff have the knowledge and guidance when organising a trip to ensure that the trip is accessible to all pupils/staff	As required	Head	All pupils within school are able to access all education visits and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disability sports  Seek disabled sports people to come into school	As required	PE sports subject leader / Inclusion Lead	All pupils to have access to PE and to be able to enjoy and excel

## Improving access to the Physical Environment of the School

Mexborough Highwoods Primary School is continuing to grow and develop and provisions in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for use on a daily basis.

Resources are constantly under review. The school's Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the needs of disabled pupils, staff, governors, parent/carers and visitors of the school.	To create access plans for individual disabled pupils as part of the SEND support process when required.	As required	Inclusion Lead Headteacher	SEND Support Plans in place for disabled pupils and all staff aware of pupils needs
	Be aware of any access needs for staff, governors parent/carers and visitors to the school	Identified at induction and on-going	Headteacher	All staff and governors feel confident that their needs are met.
	Through questions and discussions find out the access needs of parents / carers – indicate on Newsletter & Admission forms	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs throughout recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment and retention
	Ensure staff are aware of Environment Access Standards (see attached appendix)			
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesigns	As required	Headteacher Governors Site Manager Assistant Headteacher Local Authority – Surveyor	Re designed buildings are usable by all
Ensure access to reception area is accessible to everyone	Improve access to reception area and car park area during any re- design	Consider in any new developments  2014-2015	Headteacher Assistant Headteacher	Disabled parents /carers / visitors feel welcome
Improve signage and external access for visually impaired people	Yellow strip mark on step edges	On going	Site Manager Assistant Headteacher	Visually impaired people feel safe in school grounds



Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure the safety of pupils during an emergency	<p>Personal Emergency Evacuation Plan (PEEP) in place for all children with difficulties</p> <p>Develop a system to ensure that staff are aware of their responsibilities</p>	<p>As required</p> <p>Annually (Sept)</p>	<p>Headteacher Inclusion Lead</p> <p>Inclusion Lead</p>	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure accessibility of access to IT equipment	<p>Liaise with VI/HI on information with regard to any child that is visually or hearing impaired.</p> <p>Equipment to be put in place to ensure access IT including the Hall</p>	<p>As required</p> <p>On-going Additional software may be required</p>	Headteacher	Hardware and software available to meet the needs of children as appropriate.
Ensure that hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	As required	LA hearing officers	All children will have access to equipment if required
Fire escapes routes are suitable for all	<p>Ensure that all areas of school can have wheelchair access</p> <p>Ensure that visual checks are carried out on a daily basis – housekeeping, keeping areas free from obstruction</p>	<p>On-going and as a when required appropriate</p> <p>Daily</p>	<p>(Local Authority)</p> <p>Headteacher Assistant Headteacher Staff Members</p>	All disabled staff, pupils and visitors are able to have a safe independent pathway to exit the building in the event of an emergency.

## Improving the Delivery of Written Information to Disabled Pupils

This will include planning to make written information that is normally provided by the school to its pupil's available to disabled pupils. Examples may include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timescale.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools IT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and in 'simple' English  School office will support and help parents to access information and complete any school forms etc.  Ensure that the school website and all documentation can be accessed by the visually impaired	During induction of pupil  Ongoing  2014-2015	Headteacher School Office –Admin staff  School Office –Admin staff  Headteacher	All parents receive information in a way that they can understand    Parents/carers receive and understand what the headlines of the school information, where required
Improve the delivery of information in writing in an appropriate format	Provide enlarged print for pupils/parents/carers with a visual impairment	As required	Inclusion Lead Class teachers School Office –Admin staff	Provide excellent communication
Ensure that all staff are aware of guidance on accessible formats	Guidance and training for staff on dyslexia and accessible information	On-going	Inclusion Lead	Staff receive a clear understanding
Annual Review of information to be accessible as possible.	Developing IEP's reviewing formats	On-going	Inclusion Lead	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Where possible welcome signs to be multi-lingual	2015	Inclusion Lead	Provide a welcoming environment for all parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	Inclusion Lead Local Authority EMTAS Polish staff employee	Pupils and/or parents feel supported and included within their education

Target	Strategies	Timescale	Responsibility	Success Criteria
<p>Provide information in simple language, symbols, large print for prospective pupils or parent/carers who may have difficulty with standard form of printed information</p>	<p>Ensure that the website is fully compliant with requirement for access by person with visual impairment</p> <p>Ensure that the Prospectus is available via the school website.</p>	<p>2015-2016</p>	<p>Inclusion Lead School Office –Admin staff</p>	<p>Ensure that all can access information about the school</p>

## AUDITS & ACTION PLANS

### Access Audit

Date: June 2016

Lead member of staff: Sheila Thompson

**Section 1** The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Party	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.	✓			
All school staff and the governors have had access to training on disability equality and inclusion.	✓			
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	✓			
Positive images of people with different abilities are apparent in the classrooms and the school generally.	✓			
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of	✓			

exercise are given in PE and games for disabled children / young people.				
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	✓			
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.	✓			
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people on the ASD Spectrum.	✓			
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.	✓			
Provision of laptops is	✓			

considered to aid recording and / or communication.				
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	✓			
The school links with other schools to share good practice.		✓		
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.	✓			
Access Arrangements are used when appropriate to support children / young people with accessing assessments.	✓			
The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, Autism Family Practitioners, SAIDSEND, IFSS	✓			
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.	✓			

**Section 2:** The school is designed to meet the needs of all children / young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.	✓			
In considering the school budget there is a clear plan to improve access and resources for those with a disability.				<b>Not applicable</b>
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.				<b>Not applicable</b>
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	✓			
Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components.	✓			
Personal Evacuation Plans (PEEPs) in place to provide	✓			

<p>people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.</p>				
<p>With regards to <i>'Supporting pupils at school with medical conditions (2014)'</i>, there a policy in place for the effective and safe administration of medication.</p> <p>Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.</p>	<p>✓</p> <p>✓</p>			
<p>Pathways of travel around the school site and parking arrangements are safe. Disabled parking spot is available.</p>	<p>✓</p>			
<p>There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.</p>	<p>✓</p>			
<p>Furniture and equipment is selected, adjusted and located appropriately. Steps</p>	<p>✓</p>			



<p>are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.</p>				
<p>The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, autism or epilepsy. Colour schemes provide colour &amp; tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.</p>	✓			

**Section 3:** The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.		✓		<b>Not as yet required this year</b>
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	✓			
ICT facilities are used to produce written information in different formats as appropriate.	✓			
<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p> <p>External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors...</p>	<p>✓</p> <p>✓</p>			

There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.	✓			
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## Access Planning Template for Period 2015/16

Lead member of staff: Sheila Thompson Date: June 2015

**Date of Review: June 2016**

**Name of Reviewer: Sheila Thompson**

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

**(Mexborough Highwoods Primary School)** will monitor the implementation of the plan and keep under review the access needs of the school.

### **(SCHOOLS TO POPULATE THIS TABLE AFTER COMPLETING AN ACCESS AUDIT)**

	Focus/Objective	Action	People Involved	Timeframe	Cost	Outcome/ Review Evaluation
<b>Short Term</b>	<i>Availability of written materials in alternative formats.</i>	<i>School makes itself aware of services available through LA for converting written info into alternative formats</i>	<i>SLT School Admin</i>	<i>Term 1 2015</i>	<i>£8:00 Hourly Wage</i>	<i>If needed the school can provide written information in alternative formats. Delivery of info to disabled children / young people has improved.</i>
<b>Medium Term</b>	<i>Training for teachers and support staff on differentiating in the curriculum.</i>	<i>All staff will be made aware of children with disabilities and be informed as to how to adapt material or equipment</i>	<i>All staff</i>	<i>2015/16</i>	<i>£8:00 Hourly Wage Support Staff  £23:00 Hourly Wage Tchr</i>	<i>All staff have received training</i>
<b>Long Term</b>	<i>School refurbishment of Foundation 2 provision taking into account any future needs of</i>	<i>Re design of F2 Building work to commenc</i>	<i>External contractors</i>	<i>Term 3 2016</i>	<i>£13,000</i>	<i>Refurbishment to be completed by August 2016</i>

	<i>children with a disability or medical condition.</i>	<i>e August 2016</i>				
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## Access Plan for Period 2015/16

### Checking the School's Access Plan

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff: \_\_\_\_\_ Date: \_\_\_\_\_

Period of Plan being checked; \_\_\_\_\_

Does the plan cover;	Yes/ No	Comments
Access to the Curriculum?		
Access to the Physical Environment?		
Auxiliary aids and services?		
Teaching and learning practices?		
Staff training?		
Culture and ethos?		
Provision of written information?		
<b>2. Are there targets that are;</b>		
Short term?		
Medium term?		
Long term?		
<b>3. Are there clear strategies to ensure targets fulfilled?</b>		
<b>4. Are there clear outcomes linked to the targets?</b>		
<b>5. Is there a realistic time frame?</b>		
<b>6. Are there indications as the resourcing of the plan?</b>		

### Recommendations

*Insert any recommendations made as a result of the checking exercise.*