

# TADDINGTON AND PRIESTCLIFFE PRIMARY SCHOOL

Headteacher: Mrs K O'Connor BA (QTS), MEd

Tel: (01298) 85278



## Accessibility Plan

July 2016 – July 2019

Taddington and Priestcliffe CE (A) Primary school is committed to Equal opportunities and Equality.

The Accessibility plan is structured to complement and support the school's equality objectives and is published on the school website.

We are committed to providing an environment that enables full access to the curriculum and includes all children, staff, parents and visitors regardless of their varied needs.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Ongoing</b>	Ensure that the needs of children who are new to the school are met.	Headteacher and Reception staff to liaise with nursery providers each summer term to ascertain needs of new September intake.	June/ July each year	HT/ EYFS staff	Procedures and equipment for new children is in place before September
	Comply with the Equality Act 2010	Ensure that all policy reviews take account of the act and reflect the current practices and procedures.	Ongoing	HT/ Governors and co-ordinators	All policies have a statements of inclusion. All policies comply to the Equalities act.
	Ensure that there is a strong link between home and school.	Staff to liaise with all parents regularly (minimum at least 3 times a year during parents evening and reporting times) especially when there are concerns/ issues to discuss	Ongoing	HT/ Class teachers	Staff will have up-to-date knowledge about the needs of individual children.  Parents will understand how their child's needs are being met.
	Ensure collaboration between all key personnel.	Establish close links with all agencies working with the school, child or families with ongoing health needs.	Ongoing	HT/ SENCO and Class teachers	Staff will have up-to-date knowledge about the needs of individual children.  Parents will understand how their child's needs are being met.

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	Ensure that children with ASD have full access to the school curriculum or an alternative stimulating curriculum where appropriate.	<p>Work closely with the SSEN service and Autism outreach to ensure that needs are being met.</p> <p>Hold term IEP review and target setting meetings</p>	Each year October, January and June	HT/ SENCO and class teacher	ASD children have access to work with their peers wherever appropriate.
	Ensure that all children have access to the curriculum.	<p>Where appropriate: Advisory staff and CPD.</p> <p>Consistent:</p> <ul style="list-style-type: none"> <li>• Differentiated curriculum with alternative curriculum provision where appropriate</li> <li>• Use of P-scales</li> <li>• Wide range of support materials</li> <li>• Multimedia and multisensory approaches available for all children</li> <li>• Specific resource equipment from OT</li> </ul>	Ongoing	HT/ SENCO	Children will have access to a range of strategies to meet their varied and diverse individual needs.
<b>Medium Term</b>	To ensure that the work for SEND is carefully matched to their needs	<p>SENCO to review IEPs termly.</p> <p>Termly assessment data to be an</p>	From September 2016 onwards	HT/ SENCO/ Class teachers	IEPs targets and review documents will clearly show that children's needs are being accounted for.

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	To monitor, closely the attainment of all children who are not working at the expected level (to include those well below, working towards and working at greater depth.)	<p>established system for SEND children.</p> <p>Reports to governors to include termly progress over-view of SEND/ children working at greater depth.</p> <p>Professional meeting termly for children with complex needs (inc. SSSEN, nurse etc where appropriate).</p>	From September 2016 onwards	HT/ SENCO/ Class teachers	Governor reports and assessment summaries will clearly show the progress of individuals and groups and the intervention planned where progress is slow.
Long Term	Evaluate the access and resources of the school and its grounds with regard to children and adults requiring wheelchair access.	Buildings committee to audit the school building and grounds and make recommendations	Summer 2017	HT/ Governors	Governors will have a plan or work/ changes to make.
	Improve the physical environment of the school to ensure that it is access friendly	Buildings committee to audit the school building and grounds and make recommendations	Summer 2017	HT/ Governors	Governors will have a plan or work/ changes to make.
	Evaluate the schools ability to provide a safe stimulating environment for children and adults with visual impairment.	Buildings committee to audit the school building and grounds and make recommendations	Summer 2017	HT/ Governors	Governors will have a plan or work/ changes to make.

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	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Evaluate the schools ability to provide a safe stimulating environment for children and adults who are hearing impaired.	Buildings committee to audit the school building and grounds and make recommendations	Summer 2017	HT/ Governors	Governors will have a plan or work/ changes to make.
	Ensure that disabled parents, carers and other adults have full access to the school and the grounds.	Buildings committee to audit the school building and grounds and make recommendations	Summer 2017	HT/ Governors	Governors will have a plan or work/ changes to make.