

## Preshute Primary School: Accessibility Planning

### Improving access to the physical environment

	<b>Targets</b> <i>(What you want to achieve)</i>	<b>Strategies</b> <i>(How you audit, gather evidence, and plan what you need to do)</i>	<b>Outcomes</b> <i>(What will happen as a result of your action)</i>	<b>Timescale/priority - to be reviewed annually, progress added when appropriate</b>
<b>Short Term</b>	<p>Ensure low level lighting is sufficient to access key stage 1 and any steps.</p> <p>Discuss with the Strategy and Finance Committee accessibility to the proposed building.</p>	<p>Safety walk when dark to assess lighting.</p> <p>Discussion about the accessibility and arrangements if an existing pupil/ member of staff could not access the building.</p>	<p>Appropriate lighting will be installed.</p> <p>A statement showing contingency plans would be made.</p>	TBC
<b>Medium Term</b>	<p>To make the ‘reflection area’ more multi-sensory.</p> <p>Plan of the school layout to be made available to all pupils, parents/ carers and visitors.</p>	<p>School council to consider ideas. Possible DT project for a class. Children’s views are sought annually via the Pupil questionnaire, on a variety of relevant topics.</p> <p>School plan to be drawn up when new build has been completed.</p>	<p>Quiet area for children to use.</p> <p>Layout available for all in reception on the website.</p>	July 2018 – ongoing (see plan for Quiet Area)
<b>Long Term</b>	<p>Top ramp to be safe.</p> <p>Doors to be painted a contrasting colour to walls.</p> <p>Sections of the school to be colour code for clarity (consider for new build.)</p>	<p>Discussion of possibilities to make it safer.</p> <p>Discussion when new build complete.</p> <p>Discussion when new build complete.</p>	<p>Safe ramp.</p> <p>Children, staff and visitors can navigate the school with ease.</p>	TBC

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### Improving access to the curriculum

	<b>Targets</b> <i>(What you want to achieve)</i>	<b>Strategies</b> <i>(How you audit, gather evidence, and plan what you need to do)</i>	<b>Outcomes</b> <i>(What will happen as a result of your action)</i>	<b>Timescale</b>
<b>Short Term</b>	<p>To ensure that all children with additional needs are involved in the IEP and Annual Review process where appropriate.</p> <p>Appropriate staff are aware of Health Care Plans.</p> <p>School Homework Policy recognizes and allows for the additional needs of some disabled pupils, e.g. the amount of time it takes at home to do therapy or undertake daily living tasks.</p>	<p>Teacher/ TA to meet with children and parents to get their views. (Parent and Child voice).</p> <p>SENCo ensure their views are considered, when appropriate.</p> <p>Staff have access to Care Plans and relevant training.</p> <p>Add a statement to the policy.</p>	<p>Children feel involved and listened to.</p> <p>Staff can meet the health needs of the pupil.</p> <p>Children are seen as individuals and parents and children understand that Preshute does consider this with homework (amount given/ timings).</p>	<p>July 2018 – ongoing</p> <p>Dec 2018</p> <p>Dec 2018</p>
<b>Medium Term</b>	<p>To introduce and develop ‘themes’ for planning the curriculum, to ensure all children are engaged and active learners.</p> <p>To ensure that children are involved in developing preferred learning styles and ensure that reasonable adjustments are made in order for each child to participate</p>	<p>See Teaching and Learning Action Plan 2018</p> <p>Introduction of new Curriculum Policy to reflects aims.</p> <p>Pupil conferencing and monitoring of planning by DHT and subject coordinators.</p>	<p>Children will become ‘enthusiastic, independent and resilient learners’.</p> <p>Children will be able to access the majority of the curriculum and daily school life, through professional judgments, reasonable adjustments (expert advice will be sought).</p>	<p>Sept 2018 - ongoing</p>
	<p>All staff have manual handling training, to assist pupils when</p>	<p>Book training when necessary.</p>	<p>Staff move things safely and correctly and children are safely moved.</p>	<p>To be monitored and implemented</p>

<b>Long Term</b>	necessary.  Where appropriate, staff to attend multi- disciplinary training.	As above. Named TA and SENCo to visit the CNRB at Marlborough St Mary's for awareness training.	if required.  April 2019
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### Improving access to information

	<b>Targets</b> <i>(What you want to achieve)</i>	<b>Strategies</b> <i>(How you audit, gather evidence, and plan what you need to do)</i>	<b>Outcomes</b> <i>(What will happen as a result of your action)</i>	<b>Timescale</b>
<b>Short Term</b>	If parents are not able to access the school site for parents evening/ meetings, alternative plans are made where possible.  Parents are informed about additional support their child is receiving.  Ensure paper copies of any forms are made available on request.	Discussion with parents when appropriate. Parents can book appointments via ParentMail.  Additional support of children is communicated by letter 6x per year. Parents sign and return acknowledgement slips.  Parents know they can be made available.	Parents/ carers can meet with teacher as and when necessary. Parents can make appointments remotely (including phone conversations or meeting at alternative venue in special circumstances) to ensure equal access.  Parents have access to all relevant information.	Ongoing  March 2018  Sept 2017
<b>Medium Term</b>	Staff have received training on how to effectively communicate with all pupils.  Staff are aware of technology and practices developed to assist pupils with disabilities.	Training as and when needed. Access appropriate support and advice. DHT to attend Shirley Clark training on effective feedback.  As above.	Staff and pupils communicate effectively.	April 2018 - ongoing
	On request, letter/ reports to parents/ pupils are available in	Parents to be made aware that letters can be made available in different	Parents/ carers have access to information.	If required.

<b>Long Term</b>	different formats or languages. e.g.: braille, audio, large print.  If alternative means of communication are required, they will be provided, if possible.	formats.  Take advice and gather information when appropriate.		
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