

Arbury Primary School Accessibility Plan 2018 - 2021

The Accessibility Plan aims to detail how access is to be improved for disabled pupils, staff and visitors to accommodate their needs where reasonably practicable within the following areas:

- Increase access to the **curriculum** for pupils with a disability
- Improve and maintain access to the **physical environment** of the school
- Improve access to **written information** for pupils, staff, parents and visitors with disabilities

Curriculum		Priority Lead: Headteacher Governor Monitoring: Premises Committee		
Success Criteria: <ul style="list-style-type: none">• Increase access to the curriculum for pupils with a disability				
Target	Task	Timescale	Responsibilities	Success Criteria
Increase access to the curriculum for pupils with a disability	Liaise with Nurseries in order to ensure that new children to the school are supported.	Annually	SE / EYFS class teachers	Curriculum meets the needs of new children starting school.
	Liaise with parents of children starting school at other times than in EYFS whose children have SEND	Ongoing	HT / SE / School Office	Parents of children whose children have SEND are signposted to SE.
	To maintain close links with children who have SEND	Ongoing / Termly	Class teachers / SE	Termly meeting with parents of children with SEND are met with termly
	Maintain close liaison with outside agencies providing advice on supporting the health needs of children	Ongoing / Sept review of medical needs	SE / Class teachers	Advice followed and staff trained to support the health needs of children
	Maintain the profile of positive images of disability within the school (Displays / Books available to children)	Ongoing	KW	Images around school reflect diversity, including disability and story books reflect neuro-diversity.
	Continue to provide visual timetables where needed	Ongoing	Class teachers / SE	Visual timetables in place.

Physical Environment		Priority Lead: Headteacher Governor Monitoring: Premises Committee		
Success Criteria: <ul style="list-style-type: none">Improve and maintain access to the physical environment of the school				
Target	Task	Timescale	Responsibilities	Success Criteria
Improve and maintain access to the physical environment	The needs of pupils, staff and visitors with physical and sensory difficulties to be taken into account when planning any school improvement.	Ongoing	HT / Premises committee	All improvements to the school to enhance accessibility
	Continue to ensure physical / sensory needs are included in SEND support plan	Ongoing	SE	SEND support plans details needs within the physical environment
	Ensure changes of levels are regularly re-marked	Ongoing	HT / Premises committee	All changes of levels are marked in yellow clearly at all times.
	Install induction loop in the main office / expressive arts hall	Within 3 years	HT / Premises committee	Induction loop fitted
	Review the colour of nose edging for stairs to ensure they are visually prominent	Within 3 years	HT / Premises committee	Nose edging for internal stairs is consistent and visually prominent
	Update site accessibility audit	Autumn 2021	HT / Premises committee	Plan updated for 2021-2024

Written Information		Priority Lead: Headteacher		
		Governor Monitoring: Premises Committee		
Success Criteria: <ul style="list-style-type: none">Improve access to written information for pupils, staff, parents and visitors with disabilities				
Target	Task	Timescale	Responsibilities	Success Criteria
Improve access to written information	Continue to ensure that online information provides opportunities for users to have text audibly accessible and to enlarge the font size	Ongoing	HT	All shared information is available on the website which allows users to have information audibly or in larger font sizes
	Review of school signage to support the visually impaired	Within 3 years	HT / Premises committee	Signage support visually impaired users of the school site