



Abbots Langley School

Inspiring life-long learners

Accessibility Plan

This policy will be reviewed in full by the Governing Body on a two yearly basis.

This policy was reviewed and updated in **November 2017**

Next review date: **November 2019**

Introduction

From September 2002 the Disability Discrimination Act 1995 (DDA) requires schools to plan to increase over time the accessibility of schools for disabled pupils and implement their plan. In developing this plan we have considered the special needs of our current school population and issues affecting any future intake. We have taken into account our school policies particularly those referring to Teaching and Learning and Special Needs.

As an inclusive school, we believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff. We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances. We are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society. We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to equality for those with disabilities will be demonstrated through:

- *fostering respect for all groups and individuals, within the context of Human Rights*
- *promoting positive non-discriminatory behaviour*
- *ensuring appropriate support for isolated individuals with disabilities within the school*
- *ensuring high expectations of all*
- *ensuring representation of a wider range of diversity within our curriculum and school community*
- *encouraging links with the wider community*

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Goals Achieved

- Thematic curriculum in place, meeting the needs for children's differing learning styles
- Lessons adapted to the needs of SEN/D children
- Appointed staff provide 1:1 support for SEN/D children
- All staff need to be aware of children with medical conditions
- Managing Anaphylactic Shock training in place annually
- Large number of staff First Aid trained, (refer to Health and Safety Policy)
- Children on CP register supported
- A series of SpLD training delivered to staff
- RE week planned on a yearly basis
- Vastly enhanced ICT provision allows better access to resources for children
- Support workers in place to provide social and emotional support for children and families
- Challenge system in place, which increases the involvement of children in the choices they make in their learning
- Parent Mail in place, allowing text and email notices to be sent to parents and carers, some of whom are unable to get to school
- Use of Blog and Twitter to share learning and school notices with parents and families
- Head teacher is regularly on the playground morning and afternoon to speak to parents.

Curriculum

Identifying Barriers to Access	Targets for development	By When	Lead person/s
<p>Classroom organisation Pupils with minor hearing impairments and sensory needs may not always have access to the curriculum</p>	<p>Pupils placed near front of class Pupils spoken to directly Speech reinforced with visual back-up print, pictures, concrete materials Use of microphones or personal amplification systems where appropriate</p>	On-going	Class Teachers SENCO SLT
<p>Differentiation in Teaching</p>	<p>Challenges are available for pupils Personalised timetable for children with complex needs Teachers incorporate targets from EHC Plans, Steps to Success and Stepping Stones Interventions are provided for identified children Dyslexia friendly resources Annual SENCO learning walk for inclusive classrooms Subscription to WIDGIT</p>	On-going	Class Teachers SENCO SLT
<p>Drugs and Medicine Some children are on daily medication All staff need to be aware of children with medical conditions</p>	<p>Ensure all staff aware of pictures and information for children with medical conditions in staffroom</p>	On-going	Senior First Aider Headteacher SENCO
<p>Inclusion Financial cost of school trips</p> <p>Continue to develop children's awareness of other cultures beyond stereotypical images</p>	<p>Investigate funding sources for school Develop a broader range of multicultural resources throughout the school</p>	<p>On-going</p> <p>On-going</p>	<p>SLT</p> <p>RE Leader</p>

Buildings and Maintenance

Identifying Barriers to Access	Targets for development	By When	Lead Persons/s
Car park Very limited visitor parking No disabled parking bay in school	Review parking facilities	Disabled bays added Aug 13	Caretaker
Internal Decorations Consider colour schemes as part of the decorating programme with a view to effect on children with visual impairment, autism or epilepsy.	Seek advice from local authority on appropriate colour schemes for children with visual impairments, autism or epilepsy	Rolling programme	Premises Committee
Disabled toilets	Installed		
Shower and changing facilities	Installed		
Wheelchair access	Ensure corridors, doorways and ramp in hall are clear from obstructions	On-going	Caretaker and Business Manager

Communication

Identifying Barriers to Access	Targets for development	By When	Lead Persons/s
Availability of written material in alternative formats when specifically requested	The school will research into the services available for converting written information into alternative formats.	Summer 2018	SLT
Review documentation on website to check accessibility for parents with English as an Additional Language	The school will research into formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Summer 2018	SLT

Monitoring and Evaluation

Accessibility Plan will be reviewed annually by the Finance, Personnel and Premises Committee.

Health & Safety governors will be invited to 'walk the site' in preparation for feedback to Governors on a termly basis.

Health and Safety Governor conducts audit annually

Costings (estimates) for medium term plans will be included into Buildings & Maintenance and/or curriculum sections of school's Strategic Plan and annual budget.