

The Henry Prince C.E. (C) First School & Nursery Accessibility Plan 2014/17

Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

Improving the Curriculum Access

Improving the Curriculum Access at The Henry Prince C.E. (C) First School

| Target | Strategy | Outcome | Timeframe | Achievement |
|--|--|---|----------------|---|
| Training for teachers on differentiating the curriculum | Undertake an audit of staff training requirements | All teachers are able to more fully meet the requirements of all children's needs with regards to accessing the curriculum | September 2014 | Increase in access to the National Curriculum |
| All after school clubs are planned to ensure the participation of the whole range of pupils | Review all club provision to ensure compliance with legislation | All clubs will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | September 2014 | Increase in access to all school activities for all disabled pupils |
| Classrooms are optimally organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | December 2014 | Increase in access to the National Curriculum |

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| Training for Awareness Raising of Disability Issues | Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school | Whole school community aware of issues relating to Access | September 2015 | Society will benefit by a more inclusive school and social environment |
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Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as hand outs, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Improving the Delivery of Written Information

| Target | Strategy | Outcome | Timeframe | Achievement |
|--|---|---|------------------|--|
| Availability of written material in alternative formats | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes | September 2015 | Delivery of information to disabled pupils and parents improved |
| Make available school brochures, school newsletters and other information for parents in alternative formats | Review all current school publications and promote the availability in different formats for those that require it | All school information available for all | September 2015 | Delivery of school information to parents and the local community improved |

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| Review documentation with a view of ensuring accessibility for pupils with visual impairment | Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials. | All school information available for all | September 2015 | Delivery of school information to pupils & parents with visual difficulties improved. |
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Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Provide physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Improving the Physical Access

| Item | Activity | Timescale |
|---|--|-------------------|
| Availability of physical aids to increase access to education | Sloping desks, individual desks etc.. purchased Staff training in dyscalculia and dyspraxia organised | By September 2014 |
| Smooth transition into setting for all | SENCO meets with early years providers to ensure necessary adjustments are in place | By May each year |