

Accessibility Plan

2019-2021

Document Summary

Document Owner:	Pete Barnard	Frequency of Review:	3 Yearly
Version Number:	2.0	Governing Committee:	Full Governing Board
Document Status:	Approved	Statutory Policy?	Yes
Date Last Approved:	February 2019	On School Website?	Yes
Date of Next Review:	December 2021		

FYI: Version control should be used for all formal documents and managed as:-

- ▶ 0.1 (1st draft version), 0.2 (2nd draft and so on..... 0.3. 0.4 etc), 1.0 (Once document has been approved), 1.2 (during review/approval of a lifecycle document i.e. policies), 2.0 (2nd approved document) and so on.

Amendment History

Version	Amendment Date	Author	Amendment Summary
V1.0	15/12/16	Mo Jones	Reformatting Only
V1.1	03/01/19	Pete Barnard	Reviewed and updated
V2.0	15/02/19	Ruth Owen	Final formatting following approval

Frampton Cotterell Church of England Primary School

Frampton Cotterell CE Primary School

Accessibility Plan 2019-21

CURRICULUM

Outcomes	Actions	Resources	Responsibility	Timescale
<ul style="list-style-type: none"> Staff are aware of accessibility issues in school. Staff use yellow backgrounds (paper or IWB etc) and coloured acetate strips to help identified children's reading. All children are aware of the activities & timings for each day. Classrooms are 'dyslexia friendly' Staff are aware of and take into account vulnerable groups and/or individuals in planning, school trips etc 	<p>Discussions at pupil progress meetings and SENCo surgeries to address any issues relating to accessibility.</p> <p>Ensure all classes have a visual timetable displayed. Use staff meetings to maintain a focus on 'dyslexia friendly' classrooms.</p> <p>Highlight vulnerable children in data tracking.</p>	<p>Staff meeting time and SEN surgeries</p>	<p>Head, SENCo and classteachers</p> <p>SENCo and classteachers Head</p>	<p>3x year</p> <p>ongoing</p>
<ul style="list-style-type: none"> Touch typing is taught from Year 3 (or younger if hand size allows) to aid those with mobility/ dexterity problems. 	<p>Use Nessy touch typing to systematically build up skills enabling identified pupils to record more effectively.</p>	<p>Intervention groups</p>	<p>SENCo and teachers</p>	<p>ongoing</p>
<ul style="list-style-type: none"> Work is well-differentiated and all children have equal access to the curriculum. All children are challenged at their appropriate level. 	<p>SLT and subject leaders scrutinise planning with a focus on differentiation/appropriate challenge. Share findings and highlight any areas for development. Staff meetings are conducted around 'challenge' and especially how this should be scaffolded for pupils with additional needs.</p>	<p>SLT time and staff meeting time</p>	<p>Head, SLT and subject leaders</p>	<p>3x yearly</p>
<ul style="list-style-type: none"> Children and staff are aware of a variety of 'differences'; these are accepted and celebrated throughout school. 'Faith Days' take place 3x per year to highlight and celebrate different world faiths. These will include identifying and celebrating similarities and differences between various faiths and Christianity. 	<p>Include a variety of 'differences' e.g. disabilities, cultures, talents through assemblies and visitors to school</p>	<p>-----</p>	<p>Head and clasteachers</p>	<p>ongoing</p>
<ul style="list-style-type: none"> IT is used successfully to support access to the curriculum as required. 	<p>Staff meetings share effective practice and resources.</p>	<p>ICT budget</p>	<p>ICT subject leader</p>	<p>At least annually</p>

Frampton Cotterell Church of England Primary School

BUILDINGS

Outcomes	Actions	Resources	Responsibility	Timescale
<ul style="list-style-type: none"> Physical access to the school building is assessed annually and improvements identified and acted on. 	<p>Annual H&S inspection with accessibility as focus to identify areas for improvement e.g. repainting edges of stairs etc. Plan for improvement costed and timetabled and presented to Governing Body.</p> <p>Individual pupil needs taken into account when deciding allocation of classrooms. Risk assessment carried out for pupils with additional needs or disabilities who are new to the school.</p> <p>School Premises Committee to meet 3x per year to assess site and implement/update action log.</p>	<p>Varied depending on H&S inspection outcomes</p>	<p>Head and Governors</p>	<p>annually</p>
<ul style="list-style-type: none"> Outside environment is accessible to all children 	<p>Develop the outside area for learning and play and ensure that all children can access the improved facilities/equipment.</p> <p>Provide additional adult supervision where required for identified children to use equipment safely.</p> <p>All children with 1:1 support to be supported by an appropriate adult at break and lunch time (where appropriate)</p>	<p>Devolved capital budget</p> <p>Staffing budget</p>	<p>Head, Governors and outdoor learning subject leader</p>	<p>ongoing</p>
<ul style="list-style-type: none"> Parking for a car/taxi with a disabled driver and/or passenger is available with dropped kerb. 	<p>None required</p>			

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INFORMATION

Outcomes	Actions	Resources	Responsibility	Timescale
<ul style="list-style-type: none"> If needed or requested the school can provide written information in alternative formats for: <ol style="list-style-type: none"> disabled pupils; disabled parents/carers; disabled governors. 	The school will use staff or governor expertise along with bought in expertise, for creating and converting texts in alternative formats. School provides support for parents needing special provision to access meetings. Publish a statement in the prospectus outlining the service available.	Outside expertise when required	Head and Governors	Ongoing
<ul style="list-style-type: none"> School policies are audited and made free of disability discrimination in terms of phrases, procedures and practices. 	Use staff and governor expertise to help systematically 'disability proof' all policies as part of a rolling programme.	Time	Governors	Medium Term

Proforma for Screening policies - Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups?	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; access to buildings, curriculum and communication)		
Gender reassignment		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (language, culture, ethnicity)		
Religion or belief (worship, religious or cultural observance, including non-belief)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		