

St Giles' C of E Primary School
Accessibility Plan 2014-15

Date:

Ratified:

Review Date:

As an inclusive school, we respect and value the diversity of the community we serve.

We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances.

We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff.

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 respect and value the diversity which exists in the wider community. 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

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 practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

| | Targets | Strategies | Outcome | Time frame | Goals Achieved |
|----------------|--|--|---|-------------------|--|
| ONGOING | Availability of written material in alternative formats | School makes itself aware of the services available through its LA for converting written information into alternative formats. (Parkside SpLD, Wroxham Alliance) | School can provide written information in alternative formats if needed | 2014/15 | Delivery of information to disabled pupils/parents improved |
| | Pupils with visual impairments have access to the curriculum | Pupils placed near front of class Larger type used Coloured paper used where appropriate Use of ICT (large icons on desktop etc) Information provided orally or on tape Visual timetable | Classrooms are accessible to visually impaired children | 2014/15 | Improved access to curriculum and learning opportunities for pupils. |
| | Pupils with hearing impairments have access to the curriculum | Pupils placed near front of class Pupils spoken to directly Speech reinforced using facial expressions, signs or gestures Speech reinforced with visual back-up print, pictures, concrete materials Repeat other pupils' answers Rephrase or repeat words and phrases Use of microphones or personal amplification systems | Classrooms are accessible to hearing impaired children. Soundfield systems installed in classes 2,3 and 4 and hall | 2014/15 | Improved access to curriculum and learning opportunities for pupils. |
| | Pupils with speech and language difficulties have access to the curriculum | Pupils given time to process language and respond Ensure face to face and direct eye contact Use simple and familiar language and short concise sentences Avoid ambiguous vocabulary Reinforce speech with facial expression, gesture and sign Reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials Emphasize key words, reinforcing visually Avoid closed questions and encourage pupils to speak in sentences Develop language through drama & role play | Classrooms are accessible to children with speech and language difficulties Soundfield systems installed in classes 2,3 and 4 and hall | 2014/15 | Improved access to curriculum and learning opportunities for pupils. |

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|-------------|--|--|--|------------------------|---|
| | Pupils with disabilities are fully involved at playtimes | Friendship Group system introduced to ensure Year groups interact and communicate | Specific children allocated to pupils with disabilities | On-going | All pupils included in all aspects of school life |
| | Teachers and teaching assistants have the necessary training to teach and support pupils with disabilities | Audit adult training needs to identify appropriate training courses; bring to the attention of relevant staff; use SF to support staff training and development. Use of outside agencies, specialist centers and support groups | Staff trained and supported | On-going | Curriculum accessible to all pupils |
| | Children are fully integrated within the classroom | Teaching assistants are used to support appropriate children | Needs of all children are fully met | On-going | Curriculum accessible to all pupils |
| | All members of the Community have equal opportunities to access the School premises and relevant information | School premises are inspected and reviewed to ensure accessibility for all School provides information in range of alternative formats when necessary; | Needs of all members of the school community are fully met | On-going | Physically accessibility of school increased and delivery of information is available to all |
| Short Term | Improve fencing around the school to ensure premises and children are safe and secure | To be completed during as soon as possible. Bid for LCVAP funding has been submitted and we are waiting for response. | School will be secure and children safe. | 2014/15 | Children in a safe, secure environment. Dogs from parkland unable to gain access to school field |
| Medium Term | Ensure all new building works confirm to accessibility guidelines Regular maintenance of electronic gates | Use of appropriate support from Diocese and LEA To ensure working effectively and safely. New maintenance contract to be set up in April 15, following upgrade, to ensure servicing and compliance requirements are met. | Building completely accessible to all. Gateway to school working efficiently and safely | 2014/15 2014/15 | Physical accessibility of school maintained |

This plan will be reviewed annually