



St Giles' C of E Primary School **Accessibility Plan**

Date: 09.07.2020

Ratified:

Review Date: Summer 2022

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

	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, HfL, Wroxham Alliance)	School can provide written information in alternative formats if needed	ongoing	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	ongoing	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	ongoing	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 available for use in all classrooms where required.	ongoing	Improved access to curriculum and learning opportunities for pupils.

	Pupils with social communication difficulties and autism have access to the curriculum	Offer predictability of the day Visual support as needed Structured learning Personalised learning space and equipment as needed Careful use of language (e.g. teach idioms so that a literal understanding will not be taken) Develop social interaction and communication Develop a clear understanding of pupil strengths and interests to incorporate into the curriculum.	Child is at ease in the learning environment and	ongoing	Pupils with autism access curriculum and participate in wide life of school
	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	Physical access for wheelchair use; The building is split on more than one level where KS2 pupils classrooms are upstairs. There is an accessibility toilet at the ground level. There is no lift	Use downstairs classrooms as main learning environment Access downstairs classrooms via back door to classrooms. Access toilet via main entrance. Access computer suite via rear door Access to lunch hall via rear door Access field via classroom backdoor Access school exit at home time via classroom backdoor	A pupil who requires a wheelchair for some or all of the time will receive an inclusive education	As situation arises. There are currently no wheelchair users	Pupil attendance and wellbeing

Medium Term	Install Nurture Room within school building.	Use of appropriate support from Parents, The Friends and external funding. To ensure room used effectively	Building completely accessible to all.	Planned for 2021	Physical and emotional accessibility of school maintained

This plan will be reviewed every two years