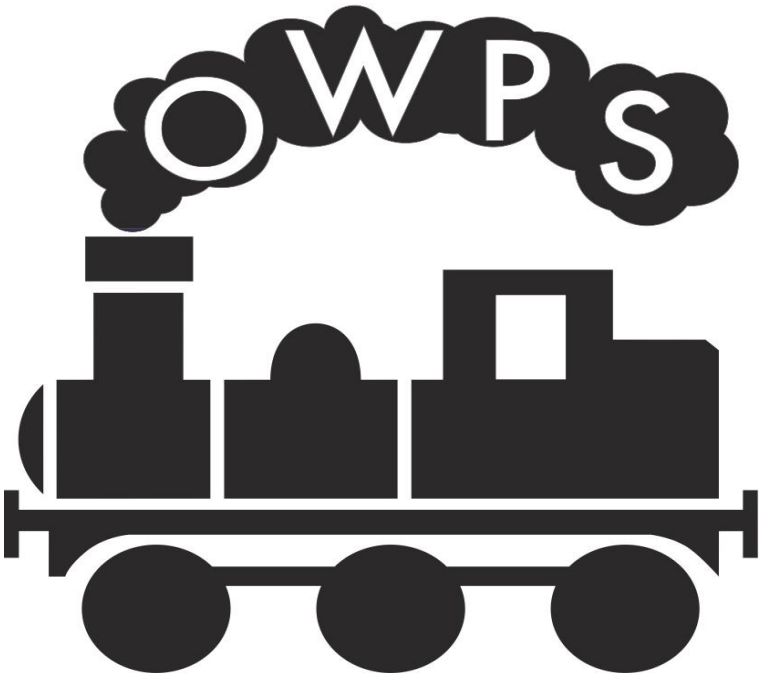
Orton Wistow Primary School



Accessibility Policy and Plan

Status	Statutory
Senior Lead	Headteacher
Version	FINAL

Approved by:	LGB	**Date:**	[8/2/2021]
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Inclusion and Equality Statement

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive.

At Orton Wistow Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children.

We acknowledge the need for high expectations and suitable targets for all children. We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Information and Objectives Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.

Introduction

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Our Accessibility Plan (see page 7) has been created based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes. The Accessibility Plan is structured to complement and support the school's equality objectives and will be published on the school's website.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information

should be made available in preferred formats within a reasonable timeframe The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including [include as appropriate: pupils, parents, staff and governors of the school].

2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Audit

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This can be provided in Word format on request. If you would like a professional and full school access audit undertaken by an Access Consultant with an accessibility plan.

Further Information

With an access audit compiled by Direct Access Consultancy you would get a qualified access auditor who would also write a detailed accessibility / action plan and a report that contains lots of photographs. This is a very simple version of our report, which is far more detailed. Our access audits would also ensure that the school is doing what it can to meet obligations under the Equality Act 2010. For more details on our access audits for schools please check http://www.accessaudits.com/access-audits/education/ or visit our homepage, which is http://www.accessaudits.com

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Question	Yes / No	Details
Checklist 1 - Approach Routes & Street Furniture		
1.1 - Is the school within convenient walking distance of:- _ Public Highway and Pathways? _ Public Transport e.g. Bus Stops? _ Car parking? (For car parking refer to Checklist 2)	Yes	School is on a main bus route There is dedicated parking for parents directly outside of the school. There are two disabled parking bays in the car park, immediately outside the main entrance.
1.2 - Route free of kerbs? Do crossings on approach have tactile paving? If there are pedestrian crossings, do these have turn cones to aid people who are DeafBlind?	Yes	The entrance to the main building from the car park is kerb free. The crossing point on the road outside of school is kerb free and has tactile paving. There are no pedestrian crossings.
1.3 - Wide enough? If a route or pathway is narrow, is there a suitable passing place for wheelchair users? Is plantation trimmed back and are low branches avoided?	Yes	Paths on the approach to the school are wide enough for two wheelchair users to pass. Hedges which form part of the school boundary are maintained.
1.4 - Surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap the wheels of a wheelchair?	Yes	Tarmac surfaces in a good state of repair.
1.5 - Is the location of the school clearly identified from the street? Visual clues and sufficient landmarks to aid orientation?	Yes	Sign opposite school site and sign on boundary as well as entrance to main building.
1.6 - Free from hazards such as bollards, litter bins? Are planting features kept to a minimum and are they colour contrasted?	Yes	Two light posts at entrance and planers which are well maintained.
1.7 - Free from hazardous building features such as outward- opening doors, windows or overhangs? Do columns or structural posts have markings at two heights?	No	The front doors open outwards. There are no columns or structural posts.
1.8 - Adequate seating provided along routes? Is there seating where parents wait to pick up / drop off their children?	Yes	There is seating on the playgrounds and in the entrance area.

Checklist 2 - Car Parking		
2.1 - Are accessible bays provided for badge holders?	Yes	
2.2 - Accessible bays clearly sign-posted from the school's car park entrance? Is there signage to the front of the bays?	Yes	
2.3 - Are bays marked out appropriately and easily identified? Can car doors be fully opened to allow disabled drivers and passengers to transfer to a wheel chair parked alongside?	Yes	
2.4 - Close enough to facilities the car park serves?	Yes	
2.5 - Routes from parking area to school entrance accessible, with dropped kerbs and appropriate tactile warnings? Car park surface smooth, even and free from loose stones?	Yes	
2.6 - For larger car parks, are safety marked out walkingroutes provided to guard slow moving persons or people with hearing impairments?	NA	

Checklist 3 - External Ramps		
3.1 - Wide enough and suitably graded? Is there colour contrast to the surface of the ramp?	Yes No	Ramps are suitable graded. There is not a colour contrast.
3.2 - Suitable handrails on each side?	No	Handrail on one side only
3.3 - Surface slip-resistant, firmly fixed and easy to maintain?	Yes	
3.4 - Edges protected to prevent accidents?	Yes	

Checklist 4 - External Steps		
4.1 - Visual and tactile warnings at the top and bottom of steps?	NA	
4.2 - Suitable handrails on each side? Are handrails suitably colour contrasted to aid people with impaired vision?	NA	
4.3 - Lighting adequate and well positioned? Are steps appropiately illuminated during darker hours?	NA	
4.4 - Treads long enough and all of the same length?	NA	
4.5 - Risers shallow enough, all of the same height, and unlikely to trip users? Are there open risers?	NA	
4.6 - Nosings readily identifiable? If nosings are painted, is the paint still durable with no wear and tear?	NA	

Checklist 5 - Entrances		
5.1 - Main school entrances easy to find? Is the entrance clearly distinguishable from facade?	Yes	
5.2 - Door opening wide enough for all users? Enough space alongside leading edge for a wheel chair user to open the door while clear of the door swing?	Yes	
5.3 - Level or flush threshold?	Yes	
5.4 - If there are steps at the main entrance, is there signage indicating where the accessible entrance is located?	NA	
5.5 - Can people each side of the door, either standing or seated, see each other and be seen? If the entrance is solid, is this dueto security concerns?	Yes	
5.6 - Door control at a suitable height for both standing and seated users? Are door handles clearly located, easy to use and grip?	Yes	Door handles are at a suitable height and easy to grip.
5.7 - Door closer of appropriate type? Can the door be easily opened single handedly?	No	Door handles are at a suitable height and easy to grip but the door is heavy. It is likely that a wheelchair user would need assistance to open the door.
5.8 - Entry phones and intercoms detailed to allow use by people with sensory or mobility impairments? Is there an LED display to accommodate people with hearing impairments?	NA	
5.9 - Glazed entrance door: markings for safety and visibility? If manifestations are provided, are these suitably colour contrasted against their background?	Yes	All glazing is framed. Larger panes have visibility spots on them.
5.10 - Weather mat of firm texture and flush with floor?	Yes	

Checklist 6 - Reception Areas and Lobbies		
6.1 - Clear view in from outside? Can receptionists see visitors and provide assistance if necessary?	Yes	
6.2 - Transitional lighting? Is the entrance lobby and reception area well illuminated?	Yes	
6.3 - Reception/desk/counter/ checkout suitable for approach and use from both sides by people either standing and seated?	Yes	
6.4 - Surfaces suitable? Is there colour contrast to the flooring in front of the reception desk and are edges highlighted?	No	
6.5 - Induction loop fitted? Is there signage indicating the availability of the facility? Are front line staff aware of the facility and its purpose?	No	

Checklist 7 - Corridors and Internal Surfaces		
7.1 - Corridor wide enough for a wheel chair user to manoeuvre and for other people to pass? Turning space for wheel chair users?	Yes	
7.2 - Free from obstruction to wheel chair users and from hazards to people with impaired sight? Are there any internal columnsthat have a lack of colour contrast?	Yes	
7.3 - Are all key facilities within the school accessible for all users? Eg Sport Hall, Main Hall, Music Room, Changing Room etc. Where there are facilities not available can these be 'swopped' with a standard classroom?	Yes	
7.4 - Floor surfaces suitable for passage of wheelchairs? Junctions between floor surfaces correctly detailed?	Yes	
7.5 - Colours, tones and textures varied to help people distinguish between surfaces and fixtures and fittings? Do the floors suitably colour contrast against the walls (this can also be achieved by having well contrasted skirting boards)	Yes	
7.6 - Floor surfaces slip-resistant? Bright, boldly patterned floors avoided? Busy or distracting wall coverings avoided?	Yes	

Checklist 8 - Internal Doors		
8.1 - Distinguishable from surroundings?	Yes	
8.2 - Glass door: clearly visible when closed? Are manifestations suitably colour contrasted against the background?	Yes	
8.3 - Can people each side of the door, either standing or seated, see each other and be seen? Are vision panels kept clear of temporary notices? (for an example classroom entrances)	Yes	
8.4 - Clear opening width sufficient for a wheel chair user? Adequate space available alongside leading edge for a wheel chair user to open the door while clear of the door swing?	Yes	
8.5 - Door control at a height suitable for both standing and seated users? Easily gripped and operated? Control clearly distinguishable from the door itself?	Yes	
8.6 - Door light enough to open easily? Door closers of an appropriate type and with minimum necessary opening pressure?	No	External doors are quite heavy. Majority of external doors added between 2008 and 2014

Checklist 9 - Internal Ramps		
9.1 - Ramp available for short rise within single storey?	NA	
9.2 - Wide enough and suitably graded? Surface slip resistant?	NA	
9.3 - Exposed edges protected to prevent accidents?	NA	
9.4 - Suitable handrail each side?	NA	

Checklist 10 - Internal Stairs		
10.1 - Treads long enough and each of same length?	NA	

10.2 - Risers shallow enough, all of the same height, and unlikely to trip users?	NA	
10.3 - Nosings readily identifiable?	NA	
10.4 - Suitable handrails on each side? Do handrails extend 300mm beyond the first and last step pitch-line? Are handrails suitably colour contrasted?	NA	
10.5 - Landings big enough and provided at intermediate levels in a long flight?	NA	

Checklist 11 - Lifts		
11.1 - Passenger lift available for vertical circulation within a building of more than one storey?	NA	
11.2 - Car dimensions sufficient to allow space for wheel chair user? Door opens wide enough for wheel chair users?	NA	
11.3 - Support rails in car appropriately designed and positioned?	NA	
11.4 - Is there a mirror within the lift car?	NA	
11.5 - Delayed-action closer and override (not a door pressure system) to allow slow entry or exit?	NA	
11.6 - Controls, including emergency call, located easily using visual or tactile information and within easy reach of all users?	NA	
11.7 - Voice indication of floor reached? Is audio loud enough to be heard by hearing aid users?	NA	
11.8 - Is there a floor level indicator inside and outside the lift to reassure people with hearing impairments?	NA	

Checklist 12 - WC Provision & Changing Areas		
12.1 - Lobby door light enough to open easily? Lobby of sufficient size for easy access?	Yes	
12.2 - Slip-resistant floors throughout?	Yes	
12.3 - Fittings all easily distinguishable from background? Are hand dryers and sanitary ware easily seen against their surroundings?	Yes	
12.4 - Compartment door controls all easily gripped and operated? Are cubicle doors suitably colour contrasted against the panels?	Yes	
12.5 - Are urinals well contrasted and do they have grab rails to assist people with ambulant disabilities?	No	No adult urinals. Only two sets of children's urinals in the oldest part of the building. We do have a hygiene room, with suitable grab rails.
12.6 - Are lever style taps provided within the WCs to aid people with dexterity impairments?	Yes	Some push button
12.7 - When there is no accessible WC available, is there a facility provided for people with ambulant disabilities?	Yes	
12.8 - Where there are shower facilities, is a grab rail provided? Is there a level access shower for disabled people?	NA	We do not have a shower apart from one which forms part of the changing facilities in the hygiene room

Checklist 13 - WCs: Wheelchair Users		
13.1 - Compartment large enough to allow manoeuvring into position for frontal, lateral, angled and backward transfer unassisted and with assistance?	Yes	In hygiene room
13.2 - Travel distance to a suitable WC no greater than that for able-bodied people?	Yes/No	FS toilets do not have cubicle accessible for a wheelchair user One disabled access toilet near KS1, Toilets in LKS2 include cubicle accessible to wheelchair users Disabled access toilet in UKS2 A hygiene room at the front entrance.
13.3 - Sufficient space available outside toilet compartment for manoeuvre? Is the entrance wide enough and does it open outwards?	Yes	
13.4 - Hand washing and dry facilities within easy reach of someone seated on WC? Is the hand basin suitably positioned in accordance to BS8300?	Yes	
13.5 - Door controls, lock and light switch easily reached and operated? Is there a grab rail to the inner face of the entrance?	Yes	
13.6 - Tap appropriate for use by a person with limited dexterity, grip of strength?	Yes	
13.7 - Suitably designed grab rails fitted in all positions necessary to assist manoeuvring? Are grab rails suitably colour contrasted to aid people with impaired vision?	Yes	In the UKS2 disabled access toilet only
13.8 - Is there a back rest provided to the toilet pan?	Yes	In the UKS2 disabled access toilet only
13.9 - Is the flush of a suitable spatula type and is it appropriately located on the transfer side of the toilet pan?	Yes	In the hygiene room and UKS2 disabled access toilet
13.10 - Is the transfer side of the toilet pan kept clear of any obstacles that may deny wheelchair users all of the transferring techniques in which an accessible WC is designed to provide?	Yes	
13.11 - Is there a cord alarm? Is this coloured red with two triangular bangles and easy to reach from floor level?	Yes	

Checklist 14 - Facilities		
14.1 - Are seats provided at intervals along long internal routes or where waiting likely? Seats stable, with armrests and provided in a range of heights? Space for wheelchair user to pull up alongside a seated companion?	Yes	Although chairs do not have armrests and tend to be at the height of the children who use them.
14.2 - Are chairs with armrests provided within the Staff Room and other key locations such as meeting areas?	No	
14.3 - Are a number of chairs with armrests available within each classroom?	No	
14.4 – Do dining room counters have provision on both sides for wheelchair users? Do these counters have an induction loop to accommodate hearing aid users?	Yes No	
14.5 - Do vending machines have all operating parts at less than 1200mm off the floor level and are they suitably colour contrasted?	NA	
14.6 - Does the dining room have appropriate seating rather than fixed seating which can be inaccessible for a range of users?	Yes	
14.7 - Is there a dropped counter and an induction loop available for the Library counter?	NA	
14.8 - Where there are IT facilities i.e. within classrooms and the Library (if applicable) are height adjustable computer desks available?	NA	Chromebooks used throughout school
14.9 - In the Main Hall, is the stage raised? If so what is the current procedure for wheelchair users? For an example when receiving awards on Speech Day?	NA	

Checklist 15 - Way Finding		
15.1 - Overall layout of school reasonably clear and logical? Is there signage available in Braille and tactile?	Yes No	There is a clear layout to the site. No Braille or tactile signage
15.2 - On entering the reception area, are signs designed and located to convey information to visitors with sight impairments and wheel chair users with lower eye levels?	No	Very little signage throughout school
15.3 - Are standard toilet facilities suitably signed? On approach and on the actual entrances? Are the locations of the accessible WC facilities suitably identified and located? Does signage have the International Symbol of Access? (Wheelchair symbol)	Yes	
15.4 - Within stairwells are each of the levels clearly identifiable by tactile and visual information?	NA	
15.5 - Are the location of the lifts clearly signed at key locations throughout the school? Is there lift signage near the reception area and on entry to key stairwells?	NA	

Checklist 16 - Lighting & Acoustics		
16.1 - Lighting designed to meet a wide range of users needs? Level of lighting sufficient for intended use? Lights positioned where they do not cause glare, reflection, confusing shadows or pools of light and dark?	Yes	
16.2 - Can occupiers control lighting? Are light switch plates suitably colour contrasted and appropiately positioned for a wheelchair user?	Yes	
16.3 - Are classrooms appropriately illuminated and are blinds available to control the natural day lighting? Is glare avoided which can hinder attempts by people with hearing impairments to lip-read?	Yes	
16.4 - Quiet and noisy areas separated by a buffer zone? Environment free from unnecessary obtrusive noise (e.g. heating units)?	Yes	
16.5 - Good balance of hard and soft surfaces?	Yes	
16.6 - Are induction loops fitted within the key areas i.e.- Main Hall, Sports Hall, key study areas e.g. Music Room.	Yes/No	Induction loop fitted in Sensory Room only

Checklist 17 - Means of Escape		
17.1 - Audible alarm system supplemented by visual system?	Yes	
17.2 - Ground floor exit routes accessible to all, including wheel chair users, as entrance routes?	Yes	
17.3 - Once outside, can a wheelchair user get to a place of safety? Are pathways provided and are these wide enough?	Yes	
17.3 - Vertical escape from upper to lower floors possible using a fire-protected lift with an independent power supply?	NA	
17.4 - If disabled people are unable to leave the building, is there a suitable refuge area? Is there an intercom provided within the refuge area and does this have accessible features such as an LED display?	NA	

Checklist 18 - Building Management		
18.1 - External Routes; Including steps and ramps, kept clean, unobstructed and free from surface water, snow and ice?	Yes	
18.2 - Accessible parking; Designated spaces not used by non- disabled drivers and kept free from obstructions?	Yes	
18.3 - Horizontal circulation; Space required for wheel chair manoeuvre not obstructed by furniture, deliveries, storage etc.?	Yes	
18.4 - Vertical circulation; Lifts, platform lifts and stair lifts checked regularly for proper functioning?	NA	
18.5 - Means of Escape; Exit routes checked regularly for freedom from obstacles (including locked doors) and combustible materials? Alarm systems, including those in WCs, regularly checked?	Yes	

4. Action Plan

AIM	Increase access to the curriculum for pupils with a disability		
CURRENT GOOD PRACTICE	• Our school offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully where possible. • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • We offer gross motor interventions for specific children to help them to access the PE and writing curriculum.		
TARGET	**STARTEGIES**	**TIMESCALE**	**SUCCESS CRITERIA**
All school visits and trips need to be accessible to all pupils	• Ensure venues and means of transport are vetted for suitability • Develop guidance on making trips accessible	On-going	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	• Review PE curriculum to include disability sports	Annually	All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in lunchtime and after school activities	• Discuss with staff who run out of school clubs, and people running other clubs after school. • Support would need to be available – especially after school	As required	Disabled children feel able to participate equally in out of school activities.
Ensure all staff are adequately trained to meet the needs of children within their class.	• Identify training needs at regular meetings • Ensure support staff have specific training on disability issues • Staff to be trained to meet individual medical needs of pupils where applicable. • Staff to be trained to meet individual medical needs of pupils where applicable. • Training for teachers on differentiating the curriculum for disabled children as required.	On-going	Raised confidence of support staff Support staff able to work with increased knowledge and provide appropriate resources for pupils.
Curriculum and learning resources represent disabled members of society	• Staff to ensure that disabled member of society are represented in learning materials • Librarian to ensure that texts chosen for the library represent the diversity within society • Assembly themes to include positive disabled role models	On-going	Curriculum resources include examples of people with disabilities

AIM	Improve and maintain access to the physical environment		
CURRENT GOOD PRACTICE	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other form either side of the door		
TARGET	**STARTEGIES**	**TIMESCALE**	**SUCCESS CRITERIA**
To be aware of the access needs of **disabled** children, staff, governors and parents/ carers.	• Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process • Ensure staff and governors can access areas of school used meetings • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired	On-going	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school PEEPs are prepared and reviewed as individual needs change
Maintain safety for **visually impaired** people.	• Colour contrasting décor is part of the on-going maintenance programme, along with the marking of step and kerb edges. • Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges • Check exterior lighting is working on a regular basis • Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate • Check flashing beacons that signal fire alarm activation regularly • Improve signage around school including visual clues to aid visually impaired. • Add a colour contrast to the flooring in front of the reception desk and highlighted edges	On-going	Site accessible for visually impaired people.
To enable access for **hearing impaired** people.	• A hearing loop is installed in the main reception area, meeting room and assembly hall.	July 2022	Facilities available for the hearing impaired.
Improve access to all rooms for **wheelchair users.**	• When internal doors are replaced they will be accessible for wheelchair users.	On-going	Newly installed doors to be wheelchair accessible.

AIM	Improve the delivery of information to pupils with a disability		
CURRENT GOOD PRACTICE	Staff are welcoming and happy to invite parents and visitors into school in relation to SEND Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations (e.g. Widgit symbols) is used for visual timetables for all learners		
TARGET	**STARTEGIES**	**TIMESCALE**	**SUCCESS CRITERIA**
Ensure children with additional needs can access the resources within their classroom	• Ensure signage is suitable for non-readers and is clear and well placed. • Arrange training to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs • Use Widgit symbols to label trays.	On-going	Increased signage in school. Further signage to be implemented related to specific needs as appropriate.
Information can be provided in alternative formats.	• The school makes itself aware of the services available through its LA for converting written information into alternative formats.	On-going	If needed the school can provide written information in alternative formats. Delivery of information to disabled pupils improved.
Improve signage around school to make the function of rooms clearer.	• Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. • To be designed and positioned to inform those with visual impairment and wheelchair users.	On-going	All people are able to navigate the school site independently.

5. Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.

6. Links with other Policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy