

THE ABBEY CE VA PRIMARY SCHOOL

Accessibility Plan – 2017-2021

The Access Plan is made within the context of the values of the Abbey School, in which we value *‘the right of every child to the best quality education within a safe and supportive learning environment.’*

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Ongoing	To ensure the needs of all pupils are being met in the classroom.	Class teachers to ensure classroom is dyslexia friendly and make reasonable adjustments to meet the specific needs of pupils in the class e.g. differentiated curriculum, position, lighting, access to large print texts, use of portable sound systems, sensory diet resources for autistic pupils, sensitive content to lessons.	Planned provision to meet needs of all children	Ongoing	Specific needs of all children being met.
Ongoing	To ensure teaching and support staff appropriately trained to understand and support specific needs of children in the school.	Teachers and support staff working with children with specific difficulties to receive appropriate training or advice from specialists.	Teachers become more able to make provision for pupils with specific needs to access the curriculum, and have access to appropriate resources to meet pupils’ needs.	Ongoing in the context of children currently attending the school.	Access to the curriculum for all children with specific needs. Increased training opportunities for staff for specific learning difficulties or disabilities provided on regular basis, now organised by SENCO e.g. hearing impairment, autism awareness, creating dyslexia friendly environment,
Ongoing	To provide access to computer technology for pupils with specific needs or disabilities.	To purchase and use software which supports wider access to the curriculum for pupils with special needs.	ICT being effectively used to support learning for pupils with specific needs with purchase of 6 intervention iPads	Ongoing in the context of children currently attending the school	Improved access to the curriculum for pupils with specific needs. Specific software to support learning difficulties is beginning to be used in classes. E.g. Clicker.docs in addition to iPads,
Ongoing	To improve quality of information to visually impaired pupils, parents and visitors.	To ensure that signs which direct or inform on the school premises are written in contrasting colours and large print.	Clear information for all users of the school premises.	Ongoing	Visual accessibility of the school improved.

Short term	To improve the safety of the school environment for pupils, parents and visitors	To mark with white paint the edges of all steps leading to the infant and junior playgrounds and leading up from the school car park and pedestrian access gate.	Safer access to playgrounds and pathways. Accessibility to visually impaired pupils, parents, staff and visitors improved.	Ongoing	Visual accessibility of the school improved.
Medium Term	To reduce background noise for pupils with a hearing impairment .	To install sound system in Reception and Year 1 as all other classes now updated.	Improved accessibility for hearing impaired pupils and visitors to assemblies and lessons.	Ongoing	Specific needs of all children being met.

- ❖ Many facilities, including classrooms, playground and toilets can only be accessed by means of stairs and steps. Extensive modifications would have to be made to the building and access paths to provide accessibility to physically disabled pupils. The restrictions of the site and the financial implications may make such modifications impossible difficult to carry out.
- ❖ If a child with a physical disability applies to the school, access provision will be reviewed with regard to the specific needs of the child after taking advice from the LEA.
- ❖ The access plan will be reviewed every three years.
- ❖ The school brochure contains a statement on accessibility.