



Cambois Primary School Accessibility Plan

Accessibility Plan

Cambois Primary School:

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and has been reviewed September 2015.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. The Cambois Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

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.

Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

4. Below is our Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis.

5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

Curriculum
Equal Opportunities and Diversity
Staff Development
Health & Safety (including off-site safety)
Inclusion
Special Needs
Behaviour Management
School Improvement Plan
Asset Management Plan

7. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

9. The School's complaints procedure covers the Accessibility Plan

10. Our Accessibility Plan will be published on the website.

11. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

12. The school will work in partnership with the local education authority and Diocesan Authority in developing and implementing this plan and will adopt in principle the "Dorset Accessibility Strategy, Access to Learning".

13. The Plan will be monitored by Ofsted as part of their inspection cycle.
The school meets the requirements of the Disability Equality Scheme.

CAMBOIS PRIMARY SCHOOL ACCESSIBILITY PLAN REVIEWED September 2015
TARGET STRATEGY OUTCOME TIMEFRAME ACHIEVEMENT

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHEIVEMENT
Training for staff in the identification of and teaching children with ASD, Attachment Disorder and other specific learning difficulties.	Relevant staff attends appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Autumn 2015	staff training day September 2015 about behaviour ASD and ADHD
All extra- curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	on- going	All pupils have access to the National Curriculum.
Classrooms are optimally organised to promote the participation and independence of all pupil	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support	On-going	All pupils have access to the National Curriculum.

		their learning.		
Training for Awareness Raising of Equality Issues.	Provide training for governors, staff, pupils and parents as needed	Discuss perception of Whole school community aware of issues relating to Access. Ongoing Community will benefit from a more inclusive environment issues with staff to determine the current status of school.	Spring term 2015	Community will benefit from a more inclusive environment
Ensure all children on SEN list have a provision map in place and a single one page pupil profile.	Provision maps for all children reviewed annually and pupil profiles completed with child.	SENCO to work with staff and train	on-going	Provision maps and plans in place to support the needs of individual children.
Review TA deployment as needed to enable pupils to be appropriately supported.	review termly in pupil progress meetings.	Adult support is available during times that individual children may need support.	review termly	better supported pupils who need it -

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHEIVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	on-going	Delivery of information to pupils and parents/carers improved.
Make available school information, school newsletters and other Review all current school publications and promote the availability All school information available for all. School information published Ongoing Delivery of school information to parents and the local community information for parents in alternative formats.	Review all information up to date and on the school website.	all information up to date and on the school website.	on-going but audited and updated in September.	Parental opinion is surveyed and action taken appropriately.
Survey parents/carers on quality of communication.	Part of annual parents' questionnaire and included in Parent Focus Group.	improved communication with parents.	twice per year	Parental opinion is surveyed and action taken appropriately.

c) PHYSICAL ACCESS

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHEIVEMENT
To improve physical appearance of building (hall, dining area)	Incorporation of appropriate colour schemes and floor finishes	Better designed areas – calming colours in light of behaviour training.	on-going	
Doors – all doors have finger guards and safety fitted.	start to get door guards fitted.	safer and more accessible doors.	on-going by end of year	