



Accessibility Plan 2017-20

This Accessibility Plan has been drawn up by Meldreth Primary School Governing Body as per The Equality Act 2010 and the Disability Discrimination Regulations 2005

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

Meldreth Primary School plans to increase the accessibility provision for all pupils, staff and visitors to the school. Our accessibility plan contains the following actions:

- **Developing access to the physical environment of the school** adding specialist facilities as necessary. This includes improvements to the physical environment of the school and physical aids to access education.
- **Increasing access for disabled pupils to the school curriculum** for pupils with a disability, expanding the curriculum where necessary to ensure that all pupils are equally prepared for life. This covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or school visits.
- **Improving the delivery of written information to disabled pupils** staff, parents/carers and visitors with disabilities.

Attached are our action plans, relating to these key aspects of accessibility. These plans are reviewed on an annual basis. New plans will be drawn up every three years.

Developing access to the physical environment of the school

Our School is continuing to grow and develop - a sixth classroom and pre-school room will be added in October 2018 to expand the buildings and to improve the facilities. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Objective	Strategy	Timescale	Success Criteria	Review 2020
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required	As required Induction and ongoing if required	Increased effectiveness in meeting pupils' needs.	
	Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletter	Annually		
	Consider access needs during recruitment process	Recruitment process		
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required.	Re-designed buildings are usable by all	
Raise awareness of need to reduce background noise and seat children or site equipment appropriately.	Training for staff with relevance to individual pupils needs.	Improved auditory and visual access in teaching spaces.	Increased effectiveness in meeting pupils' needs.	
Ensure all disabled pupils can be safely evacuated	Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required	All disabled pupils are safe in the event of a fire	
Ensure hearing equipment in classrooms meets the needs of hearing impaired pupils	Seek support from LA hearing impaired unit on the appropriate equipment		All children have access to equipment required	
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required	Safe independent egress for all pupils, visitors and staff	

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, cultural activities and educational visits.

Objective	Strategy	Timescale	Success Criteria	Review 2020
Increase confidence of all staff in differentiating the curriculum.	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and ADHD Online learning modules if required	As required	Raised staff confidence in strategies for differentiation and increased pupil participation	
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	Raised confidence of support staff	
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	All staff aware of individuals needs	
Use ICT software to support learning	Make sure software installed where needed	As required	Wider use of SEN resources in classrooms	
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	All pupils in school able to access all educational visits and take part in a range of activities	
Review PE curriculum to ensure PE accessible to all	Gather information and secure training on accessible PE and disability sports	As required	All to have access to PE and be able to excel	

Improving the delivery of written information to disabled pupils

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need. The school will identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Objective	Strategy	Timescale	Success Criteria	Review 2020
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	Current	All parents receive information in a form that they can access	
	School office will support and help parents to access information and complete school forms	As required		
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Current		
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required.	Excellent communication	
Ensure all staff are aware of guidance on accessible formats	Training for staff with relevance to individual pupils needs re dyslexia and accessible information	Improved auditory and visual access in teaching spaces.	Increased effectiveness in meeting pupils' needs.	
Annual review information to be as accessible as possible	Develop child friendly pupil progress review formats	Ongoing	Staff aware of pupils preferred method of communications	
Languages other than English to be visible in school	Website & welcome signs to be multi-lingual		Confidence of parents to access their child's education	
Provide information in simple language, PEC symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure Prospectus is available via the school website.	On-going and as required	All can access information about the school	