

High Wych CE Primary School Accessibility Plan

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

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 practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	Continued 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	School can provide written information in alternative formats if needed	Ongoing	Delivery of information to disabled pupils/parents improved Access to curriculum improved
	Pupils with visual impairments (VI) 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 Linking with the VI team who give suggestions and strategies to ensure full access to the curriculum	Classrooms are accessible to visually impaired children	Ongoing	Physical accessibility of school increased. Access to curriculum improved
	Pupils with hearing impairments (HI) 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 Linking with the HI team who give suggestions and strategies to ensure full access to the curriculum	Classrooms are accessible to hearing impaired children	Ongoing	Physical accessibility of school increased. Access to curriculum improved
	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 Access to Speech and Language Therapist and internal interventions	Classrooms are accessible to children with speech and language difficulties	Ongoing	Physical accessibility of school increased. Access to curriculum improved

	Pupils with disabilities are fully involved at playtimes	Buddy system in place	Specific children can be 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 personnel 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
Medium Term	Review appropriate colour schemes, signage and non-visual guides when refurbishing to benefit pupils with visual impairments	Seek advice from LA sensory support service on appropriate colour and tactile non-visual signage	Ensure classrooms are accessible to visually impaired children	2019	Physically accessibility of school increased.
Long term					
	Ensure all new building works confirm to accessibility guidelines	Use of appropriate support from LA	Building completely accessible to all	2019	Physical accessibility of school maintained