



Corby Old Village Primary School

ACCESSIBILITY PLAN 2017

At Corby Old Village Primary School we are committed to providing children with physical and medical needs an education of the highest possible quality. It is based upon the principle that whenever possible children should attend their local mainstream school, unless this is against their parent's wishes or incompatible with the efficient education of other children of the efficient use of resources.

The SEN and Disability Act 2001 defines disability as:

"A person has a disability if he or she has physical or mental impairment that has a substantial and long-term adverse effect/affect on his or her day to day activities."

An accessible school is one in which disabled pupils are able to participate fully in the school curriculum. It is also one where the physical environment does not limit pupils' ability to take advantage of the education (and other) opportunities on offer.

The SEN and Disability Act 2001 (SENDA) and the Disability Discrimination Act (1995), as amended by the SEN and Disability Act (2001), places a duty on all schools and local authorities to plan to increase accessibility in schools. See <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10> for further information.

Local authorities and schools are required to plan for:

- 1. Increasing access for disabled pupils to the school curriculum. 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.** In the light of all pupils the school will consider classroom organisation and support, deployment of staff, timetabling, staff information and training.
- 2. Improving access to the physical environment of school and physical aids to access education.** The main objective is to increase the extent to which disabled pupils are able to take advantage of the education provided by our school by improving the accessibility of the building over time. Any new buildings and refurbishment work will be undertaken with accessibility as a key objective. Ultimately the aim will be to ensure that there is good accessibility in all parts of the school, however this will be difficult because of the age and slope of the site. In these cases reasonable adjustments to policies and practices will be called for. In a very few cases this may involve a pupil being restricted classrooms that are accessible.
- 3. Improving the delivery of written information to disabled pupils, e.g. handouts, textbooks and information about school events in large text, audio tapes.** The school will make information, normally provided by the school in writing to its pupils, such as handouts, timetabling, information about events etc. available in appropriate alternative formats. These will include formats such as Braille, audio tape, large print, symbol system and sign language in a form that is appropriate to their individual needs.

In summary, this policy is designed to ensure our vision that over time the school will be able to offer an inclusive learning environment which is equally accessible to all children.

Date written: February 2017

Review Date: February 2020

Signed Chair of the Governing Body

Aim	Current good practice	Objectives	Actions to be taken	Person responsible
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Teaching Assistants deployed to cover a mix of curriculum and learning needs.</p>	<p>Regular review of pupil needs through progress meetings</p> <p>Training of staff as appropriate on relevant medical conditions and use of equipment as required.</p>	<p>Additional resources, including human resources and equipment will be purchased if it felt necessary and appropriate for an individual's needs</p> <p>Liaising with outside agencies e.g. occupational therapists and educational psychologists.</p> <p>Auditing TA training needs to plan professional development needs.</p>	<p>SENCo</p>
<p>Improve and maintain access to the physical environment</p>	<p>The school building is fully accessible for pupils with physical difficulties.</p> <p>The outside play areas are flat and almost completely accessible to wheelchair users</p> <p>Wheelchair access to all buildings that are used day-to-day. Access from all fire exits for wheelchair users is in place.</p> <p>2 disabled car park spaces by the ramped entrance to the front door of the School.</p> <p>Disabled toilets and changing facilities are available</p> <p>Library shelves at wheelchair-accessible height</p>	<p>Retain clear access for all pupils, staff members or visitors no matter what disability affects them</p>	<p>Review any building work planned for the school to ensure current arrangements are not affected.</p>	<p>Head Teacher</p>

	<p>All corridors are wide enough to enable wheelchair access.</p> <p>Markings and signage in place where required.</p> <p>Space is available for fixed / mobile hoists and a changing bed as appropriate.</p>			
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Visual timetables and information supported by signs / symbols for targeted pupils if necessary</p> <p>Home school books for targeted children to ensure effective communication</p> <p>Ipads / laptops provided where necessary for pupils dependent on needs</p>	<p>Regular review of pupil needs through progress meetings</p> <p>Training of staff as appropriate on relevant medical conditions and use of equipment as required.</p>	<p>Additional resources, including human resources and equipment will be purchased if it felt necessary and appropriate for an individual's needs</p> <p>Advice taken from external agencies about provision for specific children as required.</p>	<p>Head Teacher</p>