



Houghton St. Giles Primary Academy

Accessibility Plan

Review Date – Sept 2020

Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

Improving the Curriculum Access at Haughton St. Giles Academy

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Continue to work with SENCo, outside agencies and develop training needs of staff	All staff are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Sept 2019 onwards	Increase in access to the National Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	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	Sept 2019 ongoing	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training where a need is identified. Discuss perception of issues with staff and SENCo to determine the current status of school	Whole school community aware of issues relating to Access	Ongoing	Society will benefit by a more inclusive school and social environment

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Publicise this provision to parents each Sept and when new children arrive	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Publicise this provision to parents each Sept and when new children arrive	Delivery of school information to parents and the local community improved
Ensure that school brochures, school newsletters and other information for parents can be communicated effectively for those with EAL.	Make aware and encourage parents with EAL to communicate verbally with school wherever possible.	All school information available for all	Publicise this provision to parents each Sept and when new children arrive	Delivery of school information to parents and the local community improved
Ensure accessibility for any pupils/staff with visual impairment	If pupils have a visual impairment advice will be sought from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information available for all	School will access this service as the need arises	Delivery of school information to pupils & parents with visual difficulties improved.

Raise the awareness of adults working at and for the school on the importance of good communications systems.	Constant reinforcement through staff meetings/ induction etc.	Awareness of target group raised	Ongoing	School is more effective in meeting the needs of pupils and parents.
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Improving the Physical Access at Haughton St. Giles Academy

Item	Activity	Timescale
Disabled parent/visitors to school can access school for parent meetings/concerts etc.	All doors into the hall are double opening and do not have a high lip to ensure wheelchair access is possible. Parents/visitors are asked to let us know before a concert so that adequate space can be provided at an end of row for a wheel chair and which does not block exit routes	Ongoing
Accessible car parking	Currently the car park does not have a designated disabled bay as it is too small but if parents have a physical disability they are asked to contact school to have a parking place allocated or a drop-off system put in place	Ongoing
Dropped kerbs either side of main vehicle entrance.	Pedestrian access improved	Current
Accessible toilet with suitable handwashing facilities	One unisex accessible toilet is provided in the mobile classrooms accessible via a ramp.	Current
Pupil's with specific physical needs have their needs met	Pupils are assessed by the appropriate service and action plans are drawn up and implemented. This includes sourcing appropriate equipment and ensuring training needs are met. SENCO to coordinate this with Headteacher and staff. Personal Risk Assessments to be in place when required.	Ongoing

Accessibility Plan to be reviewed September 2020