

## Appendix 1 – Houghton St. Giles CE Primary Academy Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability and training for staff to ensure this.</p>	<p>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. This includes, but is not limited to, adapted written texts and 1:1 support/ small group support where necessary. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. These are reviewed with the school's SENDCO regularly. The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Continue to work with the SENDCO, outside agencies and develop training of staff needs, where relevant raising the awareness of all staff on how to meet the social, emotional and academic needs of our children with a range of disabilities (for example, dyslexia, dyspraxia, autism spectrum disorders).</p>	<ul style="list-style-type: none"> <li>• Termly review meetings scheduled with SENDCO so that staff can discuss the support required for SEND pupils.</li> <li>• Key staff receive support/training from AOT on how to support children with autistic spectrum disorders</li> <li>• SLT to discuss pupils' needs with regards access to national tests</li> <li>• Review all out- of- school provision to</li> </ul>	<p>V.Hulme L.Alliband K.Osborne</p>	<p>Ongoing as need evolves and children with additional needs join the school.</p>	<p>Staff have a greater awareness of how to ensure that support pupils' needs to allow them to reach their full potential in school.</p>

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	<p>Children are assessed to determine whether there is a need for access arrangements to ensure that they are able to complete end of Key Stage tests to the best of their ability. This includes the use of scribes, extra time and prompters.</p> <p>All out-of- school activities are planned to ensure the participation of the whole range of pupils.</p>		<p>ensure compliance with legislation</p>			
<p>Improve and maintain access to the physical environment including classrooms to encourage pupil independence.</p>	<p>The environment is adapted to the needs of pupils as required and is regularly reviewed when new children join the school or pupils' needs change.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps to mobile classrooms</li> <li>• School on one level</li> <li>• Alternative access points to avoid corridors</li> <li>• Disabled toilets. 1 located in the mobile classrooms</li> <li>• Visual Timetables</li> <li>• Temporary PEPs are in</li> </ul>	<p>Continue to review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases</p> <p>Continue to work with the SENDCO and alongside outside agencies when required, to ensure that resources and facilities meet the needs of all pupils.</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases</p> <p>Continue to work alongside outside agencies to ensure that resources and facilities meet the needs of all pupils.</p>	<p>V.Hulme L.Alliband Caretaker</p>	<p>Ongoing</p>	<p>Children with a physical impairment are able to successfully access the school grounds and feel safe doing so.</p>

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	<p>place for children who need them or suffer a short term injury in which their mobility is restricted in the event of a fire.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>					

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<p>Improve the delivery of information to pupils and parents with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources where necessary</li> <li>• Visual timetables</li> <li>• An open door policy in which parents can arrange to talk to staff at their convenience</li> <li>• Coloured overlays/backgrounds</li> </ul>	<p>Ensure that parents of pupils with a disability have direct access to the school SENDCO.</p> <p>Provide all correspondence in large font/Braille where this is needed.</p> <p>Make available school brochures, school newsletters and other information for parents in alternative formats to ensure this caters for the needs of parents too.</p>	<p>Adapt correspondence as required to respond to the needs of all parents/pupils.</p>	<p>V.Hulme S.Kelly M.Weatherer L.Alliband</p>	<p>Ongoing in response to need</p>	<p>Parents/pupils feel supported</p> <p>Correspondence is accessible to all.</p>