

<p style="text-align: center;"><b>Checkendon C.E. Primary School</b> <b>Accessibility Plan</b></p>	
<i>Curriculum Access</i>	
<i>Statement - June 2016</i>	<i>Evidence - June 2016</i>
Teachers and TAs to have necessary training and support to teach and support pupils with a range of disabilities including emotional, social and behavioural difficulties.	INSET, staff meetings and TA meetings minutes and whole school training records
Teachers and TAs to have necessary training and support to teach and support pupils with specific disabilities as appropriate.	SEN pupil profile records and case studies
Classrooms are organised for disabled pupils.	Owlclassroom works well for pupil with a physical disability, although it can become congested because of the additional equipment in place. Doorways and corridors are wide enough for easy access and changes of level onsite do not present a problem
Lessons provide opportunities and access to the curriculum for all e.g. differentiated work, support from teachers and TAs	Planning includes section for <i>additional needs: support</i> , lesson observation records, SEN pupil profiles
All pupils encouraged to take part in music drama and physical activities including differentiation.	Lesson observations, planning, SEN pupil profiles
Staff recognise and allow for the effort expended by some disabled pupils eg slow writing speed for some physically disabled or dyslexic pupils	Staff aware of needs, applications for extra time for SATS considered in sufficient time
Where activities cannot be altered to accommodate the needs of some disabled pupils those pupils are given alternative valuable experiences eg alternative exercises in PE	Consideration given to specialist equipment, archery introduced as part of sports day
ICT equipped with additional software	Modified mouse
School visits accessible to all	Educational visits policy, risk assessments include info re disabled pupils as appropriate
High expectations for all	Lesson observations, tracking, target setting
<i>Objectives - June 2015</i>	<i>Reviewed June 2016</i>
Purchase specialist ICT equipment for child with physical disability Y1 Sept 2015	Modified mouse on loan
Purchase wobble board	Equipment has been purchased to help children access the curriculum i.e. specialist pens, pencils, writing slopes and wedges
<i>Objectives for 2016-17</i>	<i>Reviewed September 2017</i>
Focus on handwriting especially children with motor difficulties	Through pre-teaching

Help with children in reading, memory and dyscalculia to access curriculum	Memory and dyscalculia intervention and reading for meaning
Resources needed for dyslexia and literacy difficulties	Staff training at Reading University and interventions put in place

<i>Physical Facilities</i>	
<i>Statement June 2016</i>	<i>Evidence June 2016</i>
The size and layout of areas allows access for all pupils including: Academic areas :classrooms, hall, library, 1:1 support areas Sporting areas: hall, outdoor facilities Social areas: hall Play areas: playgrounds, outside play areas, play equipment	Double doors to accommodate wheelchair
Pupils who use wheelchairs can move around the school Toilet facilities have adequate room Shower available	Fully equipped disabled toilet
Pathways for travel and parking arrangements are safe, logical and well signed.	Wheel chair accessible ramps into school entrances, but path into school from disabled parking space by church wheelchair user friendly
Emergency and evacuation systems inform all pupils. Alarms have visual and auditory component	Disabled children escorted by named adult, evacuation plans and risk assessments in place.
<i>Objectives June 2015</i>	<i>Reviewed June 2016</i>
<b>1. Key Stage 1 classroom furniture to be re-arranged to accommodate wheelchair and walking frame</b>	This was completed before the start of term September 2016
<b>2. Investigate replacing the stepping stones from the car park to the school gate with continuous paving</b>	On-going discussions with Parish Council HT to attend meeting to discuss
<b>3. Investigate visual component to alarm</b>	Discussed with class teacher who said that it is not required
<i>Objectives for 2016-17</i>	<i>Reviewed September 2017</i>
Equipment needed for ASD and sensory processing to self-regulate	Wobble seats, bungee straps, chew toys and ear defenders
Check to see if toilet frame needs replacing in disabled toilet	Frame replaced with new one
Investigate easy link for hearing impaired child	Easy link acquired in summer 2017

<i>Communication</i>	
<i>Statement June 2016</i>	<i>Evidence June 2016</i>
The school liaises with the LA support services to provide information in simple language, symbols, large print, on audio tape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information	Effective outreach support is in place for pupil with hearing impairment
The school ensures that both in lessons and at meetings for parents information can be presented in a “user friendly” way for people with disabilities e.g. reading aloud overhead projections and describing diagrams.	IWB used to demonstrate and enlarge as appropriate Staff read aloud for parents who cannot read New annual report format is easier to read as there is less text
The school has and uses facilities to produce written formats or if this is not available the school knows where and how to access this facility – e.g. the visually impaired service for assistance with Braille	
The staff are familiar with the technology available in school to assist people with disabilities	Effective technological aids in place for pupil with hearing impairment
<i>Objectives June 2015</i>	<i>Reviewed June 2016</i>
<i>1. Links on the website to useful resources for parents with children with SEN/ disabilities</i>	Links are on the SEN Information Report on the website
<i>2. Gather parents’ views on communication regarding SEN/ disabilities</i>	Completed June 2016
<i>Objectives June 2016</i>	<i>Reviewed September 2017</i>
<i>3. Look into training to help work more closely with families</i>	Training done in CAF/TAF meetings
<i>4. Staff training for understanding children with social/emotional needs</i>	Attach training completed

<i>Awareness</i>	
<i>Statement June 2016</i>	<i>Evidence - June 2016</i>
Awareness of diversity including disability enhanced diversity being identified as a priority in the school development plan	Celebrating diversity is part of the current SDP; there has been a focus on improving children's understanding of Christianity around the world and the diversity of the school community ( <i>This Is Me</i> display)
Negative attitudes challenged through focus days	Awareness Day - visitor with Cerebral Palsy talked to the whole school and then conducted workshops with individual classes Opportunities sought for challenging stereotypes eg books about sporting heroes including disabled
<i>Objectives June 2015</i>	<i>Reviewed June 2016</i>
<b>1. Introduce disability figures into the curriculum for Foundation Stage</b>	Figures purchased and introduced and played with in the small world area
<b>2. Broaden children's awareness of issues linked to disability: involve School Council</b>	Visitor in school in T5 to talk about disability with children
<i>Objectives for 2016-17</i>	
Awareness by staff and children of children's mental health and additional support	Bought in emotional literacy support, ELSA, to help children access the curriculum and be aware of their needs