

## Calow Church of England (V.C.) Primary School Accessibility Plan 2013 – 2016

### A - Improving access to the curriculum

Action	By Whom	When	Monitoring	Success Criteria
A1. Ensure that all school educational visits are made accessible to all pupils	Headteacher and class teachers	Every planned visit	Headteacher/Governors Risk assessments (kept in file)	All pupils are able to access educational visits, linked appropriately to curriculum work
A2. Assess impact of resources held in school for SEN	SENCO and Subject Leaders	By July 2014 and on an annual basis thereafter	Headteacher/Governors through Position Statement and Link Governor meetings	All SEN resources updated, used to support learning and their impact evaluated in Position Statement
A3. Ensuring that Curriculum 2014 addresses accessibility and inclusion where appropriate	All Subject Leaders	Autumn 2014 and on an annual basis thereafter	Subject Leaders to monitor implementation and report in Position Statements Leadership Team and Governors to monitor curriculum	Curriculum 2014 addresses accessibility and inclusion appropriately
A4. Disability equality issues incorporated into PSHE – medium term planning, including special events such as Deafness Awareness Week	PSHE Subject Leader	By July 2014	PSHE Subject Leader to monitor planning and report to Link Governor	PSHE medium term planning will incorporate disability equality issues Subject Leader will have observed lessons taught
A5. Implement strategies from ECAT programme to ensure all pupils access learning at any stage of language development	FS1 Teacher to attend training and disseminate to all staff All staff to implement strategies when appropriate	From September 2013	FS1 teacher to report progress to Leadership Team SENCO to monitor implementation of ECAT programme	FS1 teacher will have completed training and disseminated to staff ECAT programme to be implemented and noted improvement in language development is evidenced

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### B - Improving access to the Physical Environment

Action	By Whom	When	Monitoring	Success Criteria
B1. Review risk assessment of the School building and environment for pupils with disabilities and develop plans for individual children	Headteacher in consultation with Teaching Assistants with responsibility for pupils with SEN	From September 2013	SENCO to monitor appropriateness of risk assessment plans for individual pupils Governors' Health and Safety Committee to ensure risk assessments have been carried out	Risk assessment of the buildings and environment to have been completed and plans for individual pupils to be produced as appropriate
B2. Fire evacuation to be practised to ensure that pupils with disabilities are able to vacate the building safely and quickly and pupils with needs are aware of procedures	Headteacher, Teachers and Teaching Assistants with responsibility for pupils with SEN	From September 2013	Headteacher and Governors' Health and Safety Committee	Any issues will have been identified and appropriate action taken Pupils with disabilities will be able to evacuate safely and quickly

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### C – Improving access to the Information

Action	By Whom	When	Monitoring	Success Criteria
C1 . Seek parental opinion on accessibility for pupils who have a disability	SENCO with parents/guardians	By December 2013 and again in 2016	Agenda item at each Annual Review – minutes to record views and action taken	Opinions will be taken into account and where appropriate are actioned
C2. Improve provision for children with ADHD and related disorders	Class teachers and Teaching Assistants	By December 2014	SENCO to monitor provision and report to Leadership Team Link Governor to monitor progress	Planning will identify provision Staff will be able to identify appropriate teaching and learning Pupils make good progress
C3. Staff will ensure that the needs of every pupil will be met in lessons, particularly Vulnerable Pupils	Class teachers and Teaching Assistants supporting pupils with SEN	From September 2013	Class teachers to monitor Teaching Assistants SENCO to monitor provision throughout School	Staff will produce differentiated materials appropriate to pupils' needs Support Services will be utilised to source materials and provide advice Data will evidence appropriate progress of pupils
C4. Ensure that the School develops electronic communication with parents including website	Leadership Team to ensure that DfE requirements for website is complied with and to ascertain other ways of communicating electronically	From September 2013	Leadership Team to monitor implementation Governors to be responsible for monitoring overall	School website will comply with DfE requirements Parents will confirm through questionnaires that electronic communication is at least good