

North Mundham Primary School 2017 – 2020

Accessibility Plan

North Mundham Primary School's Vision:

BELONG to the school family

BELIEVE that you can achieve

ACHIEVE your potential

Goals and Targets for Accessibility as revised in 2012 and updated outcomes 2017

Please note:

- **Following the review of the Accessibility Plan a number of new goals and targets were identified in 2012 for action 2013 – 2016. Please see Outcomes column.**
- **In February and March 2017 the Accessibility Working Party met to update the Accessibility Plan.**
- **The Plan will be updated every three years. Next Review will be March 2020.**

- **Relevant guidance from the government:**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

- **Guidance from the Equality and Human Rights Commission:**

https://www.equalityhumanrights.com/sites/default/files/technical_guidance_for_schools_england.pdf

(1) Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;

Barrier to access	Strategy for removal	Timeframe 2013/16	Outcomes 2013/16	Actions 2017 - 2020
1. Year 6 classroom has high hard ceiling making it acoustically difficult for HI pupils	Possibility of ceiling being faced with acoustic tiles to be investigated	Year 6 classroom ceiling to be considered for acoustic treatment in next minor works programme.	completed	Not applicable
2. No quiet room for pupils with an autistic spectrum disorder needing time-out	Development of old library as small quiet room		Area named 'Small Group Room' to be made available as needed	Small Group Room to be used as a teaching room September 2017
3. Forest School – wheelchair friendly path difficult to maintain.	Regular clearing of the 'Fuzzies' woodland area led by Chris Orchard.	To be cleared as regularly as possible, dependent on availability of support	Ongoing consideration	Investigate how other Forest Schools provide access for disabled children.

4. Support for visually impaired children to find their way around the building	Originally (2004) school had colour contrasting painted on steps to mobile classrooms. Internal doors were colour contrasted and this was a requirement for all decorating schemes.	School redecorated during this timeframe.	Ongoing consideration. School to be redecorated by 2020.	Colour contrasting to be re-painted on steps to mobile classrooms. 2017 Internal doors to be colour contrasted 2020.
5. Access and safety on North Mundham Playing Field	No access issues. Fully supervised.			Headteacher to monitor and report back to governors.
6. Physical access and safety re clubs	Ensure a wide range of clubs are provided, led by trained staff.	Continually change, update and review clubs offered. Termly	Wide range of activities offered to be inclusive of all.	Headteacher to monitor and report back to Governors

(2) Increasing the extent to which disabled pupils can participate in the curriculum; improving the availability of accessible information to disabled pupils.

Accessibility barrier/need	Strategy for removal /development	Timeframe 2013/16	Outcomes 2013/16	Actions 2017 - 2018
1. Staff to have greater awareness of individual pupils' learning styles	Training for teachers and teaching assistants on individual learning styles and how these can best be	Was a major topic for the school's in-service training programme in 2007/2008 and is	Ongoing in-service training. All classrooms now have interactive white	On-going in-service training. Monitoring by SENDCo and Headteacher

	accommodated in teaching and learning programmes	now incorporated in all in-service training.	boards.	Learning Walks by Governors to understand the policy.
2. Provision for inclusion of pupils with an autistic spectrum disorder	Further training for all staff with specialist input for EP and Social Inclusion Team	Ongoing	In-service training re Social Stories, use of Visual Timetables, low level autism, Teachers and Teaching Assistants had training.	On-going in-service training SENDCo to monitor use of Visual Timetables. Learning Walks by Governors to understand the policy.
3. Teaching assistants to be able to use ICT when supporting children with a disability	On-going training in the use of ICT with children with a disability	Revision of 'Clicker' programme to be topic in school's in-service training programme for TAs in 2012/2013. ICT training to be ongoing.	Revision of 'Clicker' programme completed ICT training on-going	ICT training on-going. SEND Governor to visit to view 'Clicker' programme and other ICT support for SEND children.
4. Some pupils with a disability need more time when being assessed	School to apply for additional time allowances for written SATs papers	Ongoing	On-going	On-going
5. Arrangements for school staff,	Regular parent drop-in sessions set up for parents	Ongoing	Parents know how to contact SENDCo and	System for contact with SENDCo / School

including visiting health professionals, to be accessible to parents to enable difficulties and issues to be shared/discussed early	to meet with SENCO and school nurse		when SENDCo is available to meet with them through information on school's website. Contracts for school nurses changed, drop-ins are not possible. New system – Headteacher phones school nurse/ Diabetes Team if meeting is needed. This would also be part of Early Help Plan if needed.	Nurse / Diabetes Team remains the same. Use of Early Help Plans.
6. Supporting parenting skills	Parenting courses and coffee mornings/drop-in advice sessions to be set up	Arrangements to be set up in 2012/13 and then to be ongoing	Parenting support sessions on-going. Part of Early Help Plans when appropriate	Parenting support sessions on-going. Part of Early Help Plans when appropriate.
7. Need to ensure curriculum and written materials reflect needs of children with a disability	Head teacher and SENCO to monitor school's response to disability issues in the curriculum and in written materials	Regular monitoring of curriculum materials now ongoing	Monitoring has taken place.	New monitoring timetable by Headteacher and SENDCo needs to be in place. Learning Walks by Governors to

				understand the policy.
8. To improve the understanding of the needs of children with Attention Deficit and Hyperactivity Disorder (ADHD)	Headteacher and SENDCo to seek training for teachers and teaching assistants on strategies to support ADHD.	To be considered as next area for school training	Ongoing in-service training	In-service training by summer 2018
9. To further develop the expertise of staff re children with dyslexia.	Headteacher and SENDCo to seek training for teachers and teaching assistants on strategies to support dyslexia.	Ongoing	Ongoing in-service training. Revisited regularly with staff and SENDCo in staff meetings.	Participate in the Dyslexia Friendly School training.
10. Access to the wider curriculum offered by school clubs.	Ensure a wide range of clubs are provided, led by trained staff	Continually change, update and review clubs offered for pupils with SEND. Termly. Questionnaire to children.	Wide range of activities offered to be inclusive of all. Monitor which children from SEND list attend clubs.	Headteacher/SENDCo to monitor which SEND children attend and if not why not and report back to Governors.