

Accessibility Action Plan 2010-11

At Ickleford Primary School we aim for a fully inclusive ethos. That means equality of opportunity and full participation for all pupils and all those who work in or wish to use or visit the school.

This Accessibility Action Plan aims to ensure the inclusion of disabled pupils and adults. A person may be said to have a disability “ **if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out day-to-day activities.**”

“Substantial” means “more than minor or trivial” and “long lasting” means likely to last for more than 12 months.

What do we mean by a difficulty in carrying out “day-to-day” activities:

- **mobility** (getting to and from school, moving about school, going on school visits);
- **manual dexterity** (holding a pen or pencil, using tools, throwing or catching a ball);
- **physical co-ordination** (washing or dressing, taking part in PE);
- **ability to lift or carry everyday objects** (carrying a full school bag or other fairly heavy things);
- **continence** (going to the toilet);
- **speech** (communicating with others or understanding what others are saying);
- **hearing** (hearing what people say in person or on a recording)
- **eyesight** (seeing clearly with glasses if necessary)
- **memory or ability to concentrate, learn or understand** (work in school including reading, number work or understanding information);
- **perception of the risk of physical danger** (seeing danger e.g. when jumping from a height or touching something hot or crossing a road).

We are seeking to remove barriers that pupils and adults may meet in school by:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the physical environment of the school to increase access to education and associated services;
- Making written information accessible in a range of different ways for disabled people, where it is provided in writing for those who are not disabled.

After an audit of barriers to access, areas for improvement have been identified. The SENCO and Deputy Head will take the lead in:

- Identifying what needs to be done;
- Consulting;
- Carrying out the planned and agreed actions;
- Evaluating the success of the plan.

The Ickleford School Accessibility Plan 2010.

	Actions	By whom	Start	Finish	Evidence that it is completed
1.Improvements in access to the curriculum	Acquire information, expertise, and other resources to assist pupils who are on the autistic spectrum	RF	4. 1. 2010	March 2011	Staff Inset using the IDP for ASC. Staff training at courses run by ASC Advisory Teacher Service.
2.Physical improvements to increase access to education and associated services	Playground. Provision of safer play area and improved play facilities.	PS	4. 1. 10	Sept 2011	Provision of fully tarmaced playground with astroturf around the trees. Provision of further outside play equipment.
3.Improvements in the provision of information in a range of formats for disabled pupils and adults.	Explore more fully digital technology to assist children with learning, social and language difficulties.	ES and all staff	4. 1. 10	Sept 2011	Use of “Chatterboxes”, microphones, walkie talkies, digiblues, visualisers, digital photography.

Monitoring the progress of the Accessibility Plan 2010/11.

The progress/success of the plan will be reviewed through:

- Meetings of the working group.
- Parent and pupil questionnaires
- The School Council
- Informal contacts with parents and pupils
- The involvement of all employees at the school through informal discussions and formal meetings.
- Feedback to governors.
- Termly reviews at staff meetings linked to the School Development Plan.
- Individual Education Plan reviews (termly).
- Pupil tracking data and the SEN Map.

The progress of the plan will be reviewed in a year.