



## **Potton Federation Accessibility Plan 2016-2019**

<b>Amended by:</b>	Rachel Dean
<b>Date agreed by Headteacher/Governing Body:</b>	September 2016
<b>Next review date:</b>	September 2019

## The Potton Federation

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Potton Federation Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Potton Federation Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the Federation. The Accessibility Plan will be reported upon annually in respect of progress and outcomes and make any alterations as deemed necessary. This plan was updated in September 2016 and reflects statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the Federation's Equality Objectives and will similarly be published on the Federation website. We understand that the LA will monitor the Federation's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Federation.

The Potton Federation Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to each school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the Federation such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve access to the physical environment of each school, adding specialist facilities as necessary – this covers improvements to the physical environment of each school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the Federation and Federation events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information and is reviewed annually to reflect the needs of the children attending the schools in the Federation.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policy
- Equality Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs and Disabilities Policy
- Behaviour Management Policy
- School Development Plan
- School Prospectus and Vision Statement

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Target	Strategy	Outcome	Timeframe	Achievement
<b>Physical Environment</b>				
<p>To ensure that all areas of each school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.</p>	<p>SENCO to audit each school grounds and building.</p> <p>SENCO to make Governors aware of accessibility issues and formulate an Action Plan.</p> <p>Modifications will be needed to the following areas:</p> <ul style="list-style-type: none"> <li>- All external door frames in the lower school need to be replaced so that there is no longer a small step to get over preventing walking frames and wheel chairs easy access.</li> <li>- A ramp is needed as access to the 'Little Garden' at the lower school and the paving needs to be considered for wheelchair or walking frame users.</li> <li>- The Environmental Area at the lower school needs to have the main access altered as it is currently completely unsafe and inaccessible for anyone who is not able bodied.</li> <li>- The upstairs of the middle school is in accessible to anyone who is not able bodied – classes needed to be planned to be downstairs in such incidences.</li> </ul>	<p>The identified areas need to be improved in order to facilitate full access for all.</p>	<p><u>Short term</u> Share audit with Governors by April 2017.</p> <p><u>Medium term</u> Action plan to be drawn up by June 2017</p> <p><u>Long term</u> To be reviewed annually.</p>	

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Target	Strategy	Outcome	Timeframe	Achievement
<p>To ensure that the Sound Field system is set up accurately in the appropriate classroom each start of a new academic year.</p>	<ul style="list-style-type: none"> <li>- SENCO to liase with the Hearing Impairment team at the end of one academic year before the next to discuss which class and location within the class would be best for the child/ren requiring the support of the Sound Filed system.</li> <li>- Over the summer holidays the Sound Field system is to be fitted in th correct classroom and checked that it is operating adequately.</li> <li>- Staff to be adequately refreshed on how to use the system and any new members of staff to be shown.</li> </ul>	<p>All staff will be able to use the system to full effect.</p> <p>Children will have better access to learning having the system in the most accurate place.</p>	<p>Annually reviewed</p>	
<p>Ensure classrooms are optimally organised to promote access for all children.</p>	<ul style="list-style-type: none"> <li>- SENCO to liase with staff to ensure that classrooms have been organised effectively to enable access for all children moving around the room.</li> <li>- Tables to be arranged carefully to consider how children with a disability can access resources and move around the room.</li> <li>- Classroom to be organised in order to take account of children with sensory needs.</li> </ul>	<p>All children will be able to move around the classrooms independently.</p> <p>All children will have full access to learning resources.</p> <p>All children will feel comfortable in their classroom surroundings.</p>	<p>Annually reviewed</p>	

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Target	Strategy	Outcome	Timeframe	Achievement
<b>Access to the Curriculum</b>				
Training to be provided for all staff in the identification of and teaching of children with ASD and other specific learning difficulties.	All staff to attend appropriate training.  Out reach to be accessed from external agencies where required.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Autum Term 2016 and further on going	
Ensure all children on the SEND tracking list have a provision map in place.	Provision maps to be created for all pupils that require one. SEND Support Plans to be put in place by class teachers in conjunction with SENDCo and parents.	Provision map is up to date and SEND plans form a key part of of the planning process for all pupils.	Autumn Term 2016 and further on going	
Review TA deployment	In review meetings establish when they are available to support children each day. Timetable each TA specifically to where and with whom they should be working with.	Adult support will be put in place at key times when individual children need it.	Annually reviewed.	
Adapt resources for children with fine and gross motor skills.	Resources available for lunchtimes (such as cutlery) and laptop aids to support writing. Adults to be suitably trained to support any children with motor skill needs to deliver physio as needed.	Resources and programmes will be in place to enable children to access the curriculum successfully.	On going	
Review the PE curriculum to ensure PE is accessible to all pupils	Review the PE curriculum to include disability sports.	All pupils will have access to PE and will be able to excel in areas that they show skill in.	On going	
<b>Access to Information</b>				
Written presentations, instructions and information to be presented to individuals in an accessible manner.	Provide necessary resources for pupils whom require a coloured overlay, work to be copied on coloured paper or things to be photocopied onto coloured paper. Work to be enlarged for pupils who have visual impairments.	All pupils will be able to access information that is presented to them.	On going	