

# THE ARRETON & OAKFIELD FEDERATION

## Accessibility Plan

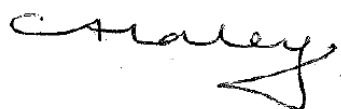
<b>Date of Approval:</b>	21 <sup>st</sup> November 2019
<b>Committee/FGB</b>	Resources Committee
<b>Responsible:</b>	Colin Haley Executive Headteacher
<b>Review Date:</b>	November 2020

**Signed:**



Chair of Governors

**Signed:**



Executive Headteacher

**Date: 21<sup>st</sup> November 2019**

<u>Target</u>	<u>Tasks</u>	<u>Timescale</u>	<u>Resources</u>	<u>Responsibility</u>	<u>Monitoring</u>
<b>ACCESS TO CURRICULUM</b>					
Ensure ICT appropriate for pupils with disabilities	<ul style="list-style-type: none"> <li>Review accessibility of ICT (including notepads &amp; whiteboards) using specialist expertise (ICT Technician)</li> </ul>	Autumn 2 19/20	Time for ICT technician	ICT co-ordinator and SENCO	SLT
Create effective learning environments for all	<ul style="list-style-type: none"> <li>Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement</li> <li>Ensure all classrooms and resources are organised in accordance with pupil need</li> <li>Ongoing staff training on disability awareness to reflect diverse needs of pupils</li> <li>Review PE and Staying Healthy Curriculum</li> </ul>	Ongoing	Personalised Learning Training  Para-Olympic sports workshop	All staff  SENCO /Teachers  All staff	SENC through lesson observations and sampling lesson planning  SLT/GB  SLT  SLT
<b>ACCESS TO WIDER CURRICULUM</b>					
Increase participation in school activities	<ul style="list-style-type: none"> <li>Audit participation in extra-curricular activities and identify any barriers, including funding for particular activities</li> <li>Ensure that school activities are accessible to all pupils including clubs and whole school activities (eg theatre productions)</li> </ul>	Spring 1		SENCO	SLT/GB

<u>Target</u>	<u>Tasks</u>	<u>Timescale</u>	<u>Resources</u>	<u>Responsibility</u>	<u>Monitoring</u>
<b>IMPACT ANALYSIS</b>					
Ensure all policies consider the implications of Disability Access	<ul style="list-style-type: none"> <li>Analyse impact of Behaviour Policy (annual review), Anti-Bullying Policy, Educational Visits policy and process, Health provision in respect to pupils with disabilities</li> <li>Consult staff and pupils on any proposed changes</li> </ul>	Ongoing	SLT time to review policies  Staff time to review appropriate educational visits venues	SLT  SENCO/admin	SLT/GB
<b>PREMISES</b>					
Increase site access to meet diverse needs of pupils, staff, parents and community users	<ul style="list-style-type: none"> <li>Review personal evacuation plans (PEEPs)</li> <li>Review signage of evacuation procedures, internet safety, fire drill etc.</li> <li>Review disabled car parking space (Arreton)</li> <li>Arreton car parking solution – council consultation</li> <li>Oakfield lift commissioned</li> </ul>	September annually Spring 1  Spring 2  Autumn 2  Autumn 1	Council led study Response/resources dependant on study outcome.  Outstanding defect rectification	H&S Officer/SENCO SLT/SENCO Site Manager/HOS Site Manager/HOS  EHT/HOS  FBM	HOS SLT/GB HOS  HOS  EH  Resources

<u>Target</u>	<u>Tasks</u>	<u>Timescale</u>	<u>Resources</u>	<u>Responsibility</u>	<u>Monitoring</u>
<b>ATTITUDES</b>					
To promote positive attitudes to disability	<ul style="list-style-type: none"> <li>Review PSHE Curriculum</li> </ul>	Autumn 1	Use PSHE Association resources. Link to RSE.	PSHE and RE lead	SLT/GB
	<ul style="list-style-type: none"> <li>Review Worship programme widen focus of Different/Same theme</li> </ul>	Autumn 2		HOS	Ed & Standards
	<ul style="list-style-type: none"> <li>Involve local disability groups in assemblies and visits to school</li> <li>Regular items for newsletter highlighting achievements of pupils with disabilities</li> </ul>	Autumn 2	Ratified policy from consultation process (Spring 1)	EHT/HOS	Ed & Standards
	<ul style="list-style-type: none"> <li>RSE curriculum review</li> </ul>	Spring 2 (ratified)			
<ul style="list-style-type: none"> <li>Pupils are able to take part in decision making at their own level, regardless of age, ability or circumstance.</li> </ul>		Pupils included in decision making processes while having due regard to their age and maturity	Governors/EHT/HOS	Ed & Standards	
<b>Newsletters and information</b>					
Availability of documents in alternative formats	<ul style="list-style-type: none"> <li>Large print formats as required</li> <li>Monitor uptake of documents in alternative formats – increase in digital provision</li> <li>Review accessibility of newsletter and letters for parents - online</li> <li>Homework information available as information sheets in alternative formats as appropriate</li> <li>Use of Communication in Print software</li> </ul>			Admin team	HOS