

Accessibility Plan

RESPONSIBILITY FOR REVIEW: Principal
DATE OF APPROVAL: -June 2019

PURPOSE

The main aims of the accessibility plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- Improve the availability of accessible information for disabled pupils

The plan is an ongoing piece of work, which requires regular review in light of new information.

Main Aims	Actions	Responsible	Timeframe
To increase the extent to which pupils with disabilities can participate in the curriculum	<ul style="list-style-type: none"> ➤ Work with parents to develop a partnership in order to secure the best possible education ➤ Develop use of provision maps across school in order to identify key ways in which to differentiate practice ➤ Ensure staff CPD prepares them for children with specific needs prior to starting work with the child ➤ Work with external agencies in order to further develop practice ➤ To utilise specific resources to assist pupils in accessing the curriculum (books/pens/IT programs etc) ➤ Ensure enhancement activities consider implications for anyone with a disability and procedures are put in place to ensure inclusive practices ➤ Utilise PSHE topic of "Celebrating Differences" and assemblies to provide a positive image of people with disabilities and inclusiveness ➤ Ensure appropriately trained first-aiders are available in order to meet the physical and medical needs of pupils during the day (including diabetes and epi pen training), 	<ul style="list-style-type: none"> ➤ Incl Lead 	Ongoing
Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided	<ul style="list-style-type: none"> ➤ Ensure damaged flooring does not become a trip hazard to children ➤ Ensure edges of steps (inside and outside) are painted a contrasting colour in order to prevent trips ➤ Maintain and keep clear access ramps in order to provide clear access to all areas of school ➤ Maintain lift within school to ensure easy access between the two levels of school ➤ Consider how the physical environment in class can be best laid out to maximise learning for all pupils ➤ Ensure doorways are kept clear in order for ease of access and opening ➤ Ensure regular and effective training for support staff in moving, handling and toileting, where necessary <p>During building work consider the following:</p> <ul style="list-style-type: none"> ➤ How to ensure interactive whiteboards are more accessible to the pupils within the class ➤ How to improve the light within classrooms/areas ➤ Improve the access arrangements into classes/cloakrooms/toilets ➤ Improve the environment of the disabled toilet ➤ How pupils or parents with disabilities would access the different levels of the building ➤ How to manage the build project with due care and attention to Health & Safety and accessibility 	<ul style="list-style-type: none"> ➤ SBM ➤ Principal ➤ SBM ➤ Project Manager 	Ongoing During planning phase
Improve the availability of accessible information for disabled pupils	<ul style="list-style-type: none"> ➤ All staff have access to SEND "Toolkit" regarding best practices for teaching pupils with dyslexia/dyscalculia and other relevant disabilities depending on intake ➤ Ensure appropriate resources for pupils with visual ,auditory needs and physical needs ➤ Ensure communication to parents and pupils provide information in a range of ways in order to ensure it is more accessible eg text/letter/website/pupils/meetings and does not use unnecessary high level language or acronyms ➤ Provide personal risk assessment plans where necessary 	<ul style="list-style-type: none"> ➤ SBM ➤ Everyone ➤ SLT 	Ongoing

Success Criteria:

Dixons Manningham is a fully inclusive school that welcomes and caters for all stakeholders regardless of abilities. It plans for the future needs of children and parents in order to be fully prepared for their arrival. The environment is clear of clutter and accessible to all stakeholders in order that they can move around the building with ease. Communication between school and stakeholders is well presented, easy to read and available in a range of formats.