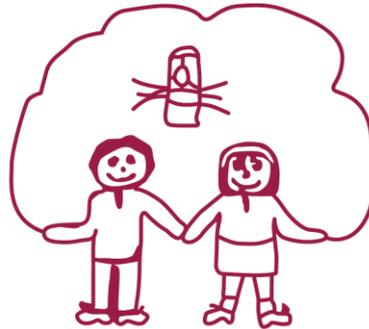


# Accessibility Plan 2016-2019



Choppington Primary School  
- a happy place to be -

**School:** Choppington Primary School

**Head Teacher:** Daniel Nelson

**Named personnel with designated responsibility for Teaching and Learnin:**

Academic Year	Lead	Deputy Teaching and Learning Lead	Nominated Governor	Chair of Governors
2018/19	Mr D. Nelson	Mr R. Smith	Mr M. Jackson	Mr K. Ball

**Policy review dates:**

Review Date	Changes made	By whom	Date shared
Spring 2019	Name changes	D Stephenson	28/01/2019

## Choppington Primary School Accessibility Plan

<b>Date Written:</b>	<b>July 2016</b>
<b>Headteacher:</b>	<b>Daniel Nelson</b>
<b>Responsible Governor:</b>	<b>Mike Jackson</b>
<b>Adopted by Governors:</b>	<b>26 Sept 2016</b>
<b>Date for Review:</b>	<b>July 2019</b>

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **Our School Vision**

We are continually working to achieve our [statement of ethos and values](#).

Choppington Primary School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our [SEND Information Report 2016](#). As an inclusive school we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners' needs should be met.

Choppington Primary School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead, so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent that disadvantage.

### **Current Position**

Our current school position, including the provision we offer to our SEND pupils, is reflected in our SEND Information Report and Equalities Policy

We currently have 79 mainstream pupils in Reception to Year 6 on roll with 28 part time pupils in our Little Learners (2yr old provision) and Nursery.

The proportion of pupils with SEND Support is in line with national averages (Raise Online 2015) whilst the proportion of pupils with an Education Health Care (EHC) Plan is below the national average.

This plan will be reviewed at least every 3 years. It may be amended sooner following feedback from users and dependent on changes to the pupil population.

**THIS PLAN IS AVAILABLE IN LARGE PRINT ON REQUEST.**

**Accessibility Plan for Choppington Primary School from September 2016-2019**

**Curriculum**

<b>Priority</b>	<b>Action(s) to be taken</b>	<b>Timescales</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring and evaluation</b>	<b>Annual Review</b>
Improve communication and language outcomes by the end of EYFS to reach national averages within GLD in Summer 2017 to remove barriers to the curriculum for children with Speech, language and communication needs within KS1 and KS2.	Organise additional intensive speech and language support throughout the school. Arrange CPD for staff.	September 2016 – Summer 2017	PP and EYPP funding Early Talk Boost CPD for TA's	Head teacher SENDCO and EYFS Lead	SEND Governor	
Ensure that Speech and Language Therapy Treatment Plans enable SEND pupils to make good or better progress in all classes.	Monitoring time spent on the plans and evaluating their impact on SEND pupils' progress. Increase SENDCO release time to include specific monitoring time.	September 2016 ongoing	School budget 1 day release per week SENDCO Autumn term 2016.	HT Resources Committee	SEND Governor	
Continue to refine the school's assessment system to capture a more precise picture of the attainment and progress of SEND pupils working below the expected level	SLT/SENDCO to investigate and evaluate assessment systems and select appropriate model which captures small steps of progress and gives leadership a clear picture of the achievement of SEND pupils within iTrack Primary.	September 2016 ongoing	Budget allocation for assessment system and training	HT SENDCO	SEND Governor	

Adapt the curriculum to meet specific pupils' SEND	Introduce an annual curriculum review to identify and address the needs of the current SEND pupil cohort to inform the curriculum section of the accessibility plan	September 2016 and annually thereafter		SENDCO	HT SEND Governor	
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### **Physical Environment**

<b>Priority</b>	<b>Action(s) to be taken</b>	<b>Timescales</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring and evaluation</b>	<b>Annual Review</b>
Develop ongoing termly checklist to address maintenance issues relating to accessibility. (eg routine corridor check for impeded access)	Checklist to be developed and shared with governors and staff. Termly check reported in HT report to governors.	From September 2016		HT Caretaker	H&S Governor SEND Governor	
Improved staff awareness of responsibilities re. accessibility	Annual staff refresher regarding expectations for accessibility.	From September 2016		HT	H&S Governor SEND Governor	
Ensure that parents and carers know how to access relevant support services to provide information in more specialised formats, should a pupil require it.	Signpost provision for SEND on the website for parents to access information.	Reviewed September 2016 and annually		SENDCO	HT SEND Governor	

**Accessibility of Information**

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Ensure that all stakeholders can access written information provided by school.	Specify on the school website and provide regular reminders on the school Facebook page that large type formats of any school produced documentation can be made available. School can provide help with reading any documentation. Policies to include foot note about larger print.	September 2016 ongoing		HT Office Staff	SEND Governor	
Ensure that the Governing Body is aware of how the Equalities Act applies to them in relation to carrying out their duties.	Governing Body to share new accessibility plan at Autumn meeting 2016.	Annually at Autumn meeting.	Government services or LA to provide training if necessary.	HT	SEND Governor	