



Accessibility Plan 2017-2020

The Equality Act 2010 requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils.

+ s	2017-18	Targets	Strategies	Outcome	Time Frame	Goal Achieved
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	<p>Curriculum</p>	<p>Continue to provide a SEND induction for new staff regarding expectations and best practise in the support of children with identified needs. Also provide specific training for staff supporting children with less common needs.</p> <p>To increase the extent that children in school with visual impairments can access large print text.</p> <p>Complete the Hertfordshire Benchmarking Tool to review the school's practice for supporting SEND children and their families.</p>	<p>Make new staff aware of the learning environment requirements for children with Dyslexia or S+L needs. Ensure all staff understands where and how to get information or guidance regarding a particular child's difficulties.</p> <p>Seek advice and support from the visual impairment teacher regarding borrowing texts and printing texts from the RNIB library.</p> <p>Staff, parents, children and governors to work together to review current practice.</p>	<p>Staff have increased awareness and knowledge about the needs and requirements of children in their care.</p> <p>Children that require large print can better access appropriate and appealing texts.</p> <p>To identify areas of strength and development within school.</p>	<p>Autumn Term 2017</p> <p>Summer term 2018</p> <p>Autumn 2017- Summer 2018</p>	<p>4 staff have been trained to support children with HI. 1 teacher has been trained to support VI and 1 teacher trained to support Down's Syndrome.</p> <p>JB has worked with the VI teacher to download large print texts and is accessing these for the 3 children identified to require them.</p> <p>The tool has been reviewed and targets set.</p>
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	Physical Environment	To consider accessibility when completing the building of the new classroom and the refit of the Food Technology room.	Consider the soundproofing, comfort, visual and physical accessibility of the new building.	The new classroom and Food Technology room is accessible for all	Autumn 2017-Spring 2018	Different height sinks and tables are provided in the new kitchen and the new classroom is assessable by all and has a visual alarm sign.
	Written word	To consider accessibility and Dyslexia Friendly advice when designing the new school website.	Use guidance from BDA when planning the layout, colours and fonts for the website.	The website is clear and accessible for children and parents.	Autumn 2017-Spring 2018	The website was designed with the BDA's advice regarding layout, colours and font.



	2018-19	Targets	Strategies	Outcome	Time Frame	Goal Achieved
Medium Term	Curriculum	<p>Continue to provide a SEND induction for new staff regarding expectations and best practise in the support of children with identified needs. Also provide specific training for staff supporting children with less common needs. To provide AET level 1 training and Herts Steps training for all staff.</p> <p>To implement changes identified by the Hertfordshire Benchmarking Toolkit to support children and their families.</p>	<p>Make new staff aware of the learning environment requirements for children with Dyslexia or S+L needs. Ensure all staff understands where and how to get information or guidance regarding a particular child's difficulties.</p> <p>To work with the whole staff and families to improve practise.</p>	<p>Staff have increased awareness and knowledge about the needs and requirements of children in their care. That all staff have an awareness of the needs and support required for children with Autism.</p> <p>School increases the amount of outstanding areas of practice as measured on the Benchmarking tool.</p>	<p>Autumn 2018</p> <p>Autumn 2018-Summer 2019</p>	
	Physical environment	<p>To increase the extent that children in school with Hearing Impairments can access the curriculum.</p> <p>To make the structural post in the reception area more identifiable.</p>	<p>To seek advice from the hearing impairment teacher and sales staff regarding the best solutions for our Early Years environments.</p> <p>To mark the structural post in reception at two heights.</p>	<p>To identify the best and most cost effective outcomes for school.</p> <p>The post is more identifiable for all people using reception.</p>	<p>Autumn term 2018</p> <p>Autumn term 2018</p>	



	Written word	To ensure that teaching staff are aware of how to make smart boards and written worksheets accessible for children with visual impairments or Dyslexia type difficulties.	To provide all staff with information about VI accessibility and dyslexia friendly guidance in their SEND folder.	Staff will have a greater awareness of how to make accessible resources for lessons.	Autumn term 2018	
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	2019-20	Targets	Strategies	Outcome	Time Frame	Goal Achieved
Long Term	Curriculum	Continue to provide a SEND induction for new staff regarding expectations and best practise in the support of children with identified needs. Also provide specific training for staff supporting children with less common needs.	Make new staff aware of the learning and environment requirements for children with Dyslexia, Autism or S+L needs. Ensure all staff understands where and how to get information or guidance regarding a particular child's difficulties.	Staff have increased awareness and knowledge about the needs and requirements of children in their care.	Autumn 2019	
		To provide all staff with updated Equality training.	To update all the staff's knowledge of the school's requirements under the equalities act and how these impact upon their teaching and support of children within education.	Staff have increased awareness and knowledge about the needs and their obligations to meet these for children in their care.	Spring 2020	
	Physical Environment	To replace older furniture in the entrance area, meetings room and the staff room with chairs providing arm rests.	When new furniture is purchased some with have arm rests to support those with physical needs.	More accessible furniture is provided for those that require this.	On-going by Summer 2020	
	Written Word	To increase access to Clicker and/or Widget online to provide visual images to support the written word.	To increase staff awareness and use of Clicker and/or Widget to support children's understanding of written words.	More children are accessing visual images to support written words.	On-going by Summer 2020	