



**Taddington and Priestcliffe  
Church of England (Aided)  
Primary School**

**Accessibility Plan**

<b>Version</b>	<b>3</b>
<b>Date:</b>	<b>July 2018</b>
<b>Policy Review Date:</b>	<b>July 2021</b>
<b>Ratified by Governing Body</b>	
<b>Headteacher</b>	
<b>Summary of changes:</b>	<b>Add sections regarding visual impairment and painting</b>

Taddington and Priestcliffe CE (A) Primary school is committed to Equal opportunities and Equality.

The Accessibility plan is structured to complement and support the school's equality objectives and is published on the school website.

We are committed to providing an environment that enables full access to the curriculum and includes all children, staff, parents and visitors regardless of their varied needs.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Ongoing</b>	Ensure that the needs of children who are new to the school are met.	Headteacher and Reception staff to liaise with nursery providers each summer term to ascertain needs of new September intake.	June/ July each year	HT/ EYFS staff	Procedures and equipment for new children is in place before September
	Comply with the Equality Act 2010	Ensure that all policy reviews take account of the act and reflect the current practices and procedures.	Ongoing	HT/ Governors and co-ordinators	All policies have a statements of inclusion. All policies comply to the Equalities act.
	Ensure that there is a strong link between home and school.	Staff to liaise with all parents regularly (minimum at least 3 times a year during parents evening and reporting times) especially when there are concerns/ issues to discuss	Ongoing	HT/ Class teachers	Staff will have up-to-date knowledge about the needs of individual children.  Parents will understand how their child's needs are being met.
	Ensure collaboration between all key personnel.	Establish close links with all agencies working with the school, child or families with ongoing health needs.	Ongoing	HT/ SENCO and Class teachers	Staff will have up-to-date knowledge about the needs of individual children.  Parents will understand

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					how their child's needs are being met.
	Ensure that children with ASD have full access to the school curriculum or an alternative stimulating curriculum where appropriate.	Work closely with the SSEN service and Autism outreach to ensure that needs are being met.  Hold term IEP review and target setting meetings	Each year October, January and June	HT/ SENCO and class teacher	ASD children have access to work with their peers wherever appropriate.
	Ensure that all children have access to the curriculum.	Where appropriate: Advisory staff and CPD.  Consistent: <ul style="list-style-type: none"> <li>• Differentiated curriculum with alternative curriculum provision where appropriate</li> <li>• Use of P-scales</li> <li>• Wide range of support materials</li> <li>• Multimedia and multisensory approaches available for all children</li> <li>• Specific resource equipment from OT</li> </ul>	Ongoing	HT/ SENCO	Children will have access to a range of strategies to meet their varied and diverse individual needs.
<b>Medium Term</b>	To ensure that the work for SEND is carefully matched to their needs	SENCO to review IEPs termly.  Termly assessment data to be an established system for SEND children.  Reports to governors to include termly progress over-view of	From September 2016 onwards	HT/ SENCO/ Class teachers	IEPs targets and review documents will clearly show that children's needs are being accounted for.

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	To monitor, closely the attainment of all children who are not working at the expected level (to include those well below, working towards and working at greater depth.)	SEND/ children working at greater depth.  Professional meeting termly for children with complex needs (inc. SSEN, nurse etc where appropriate).	From September 2016 onwards	HT/ SENCO/ Class teachers	Governor reports and assessment summaries will clearly show the progress of individuals and groups and the intervention planned where progress is slow.
<b>Long Term</b>	To ensure that visually impaired pupils, visitors, governors, parents or staff can safely access the building.	Carry out colour differences in painting to ensure that there is a distinct colour difference between: classrooms, doors, doorways and corridors.	From summer 2018 onwards	HT/ Governors	Corridors, classrooms and doorways are painted in different colours