



# St. Edward's C.E Academy Cheddleton

## Accessibility Plan

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

### Improving the Curriculum Access at St Edward's C.E Academy, Cheddleton

Target	Strategy	Outcome	Timeframe	Achievement
All teachers are able to differentiate according to the varying needs of children within their classes.	Observe lesson, complete book trawls - focus on effective differentiation Undertake audit of staff training requirements. Put effective strategies of support into place for individuals as required.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Dec 2017	Increase in access to the National Curriculum Increase in teachers confidence when supporting/challenging children.
All out-of-school activities/trips / residential are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with current legislation	Out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled pupils
Classrooms (both within and outside of	Review the layout of furniture and equipment to support	Lessons start on time without the need to	July 2017	Increase in access to the National

<p>school e.g. Forestry) are optimally organised to promote the participation and independence of all pupils including those with dyslexia.</p>	<p>the learning process both inside and outside of the classrooms. Achieve full dyslexia friendly status Become a Forestry School with trained teachers.</p>	<p>make adjustments to accommodate the needs of individual pupils Children work independently, selecting resources from similarly located areas.</p>		<p>Curriculum</p>
<p>Training for Awareness Raising of Disability Issues  -Focus this year on Dyslexia</p>	<p>Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school EC - Focus this year on IDP for dyslexia</p>	<p>Whole school community aware of issues relating to Access</p>	<p>July 2017</p>	<p>more inclusive school and social environment</p>
<p>Increase access to the curriculum by developing WAVE 2/ WAVE 3 interventions to support children with additional needs</p>	<p>Audit current resources and identify gaps. Purchase additional resources to fill gaps. Assess its impact on the individual.</p>	<p>All children with additional needs have appropriate support to ensure good progress made.</p>	<p>July 2017</p>	<p>more inclusive school Improved access to the curriculum Supporting those children with additional needs.</p>
<p>The views of all stakeholders are taken into account when making reasonable adjustments to cater for</p>	<p>Disability questionnaire sent annually and included in new parents induction Pupils and parents part of care plan/Pupil Passport reviews</p>	<p>Teachers/ SEND team will be aware of all needs on entry into school. Partnership will be effective between home,</p>	<p>Ongoing when necessary</p>	<p>Improved access to the curriculum. Improved services offered by school.</p>

individual needs.	Children with SEND are questioned in regards to the support that they receive.	school and the wider community.		
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## Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils - such as hand-outs, timetables, textbooks, information about school events - available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

### Improving the Delivery of Written Information at St. Edward's Academy, Cheddleton

Target	Strategy	Outcome	Timeframe	Achievement
To make school information accessible to all through using a variety of formats.	<p>We are aware of different methods for converting written information into other formats.</p> <p>Letters are sent via email to parents and we are able to demonstrate how they can use text to speech as a tool.</p> <p>All documents use a dyslexia friendly font type, size, and colour and are available in a folder within the entrance.</p> <p>All IWB's use dyslexia friendly backgrounds and fonts.</p> <p>The readability of all information is assessed.</p>	We will be able to provide written information in different formats when required for individual purposes and for all.	Ongoing	Delivery of information to disabled pupils /parents improved

Review documentation / presentation of information with a view of ensuring accessibility for pupils with visual/ hearing / sensory impairments	Gain advice, when necessary, from Autism Outreach, Hearing and Vision Support Services on alternative formats and use of IT software to produce customised materials.	We will ensure that all school information available for all	As necessary	Delivery of school information to pupils & parents with visual / hearing / sensory difficulties improved.
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## Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

### Improving the Physical Access of St. Edward's C.E. Academy, Cheddleton

Item	Activity	Timescale
Stairs from inside school to the outside KS2 ramp.	Paint handrails in a contrasting colour - e.g. blue to match the rest of the school.	July 2017
Ensure that paintwork on the edge of steps outside are maintained	Repaint when necessary	July

		2017
Strip in staff room	Needs regluing	April 2017
Consider changing the colour of contrasting trim on stairs leading out onto KS2 yard - brighter for visually impaired.	Discuss with SLT at convenient time.	During March 2017
Consider location of current children with hearing impairments when in lessons.	Teachers familiarise themselves with care plans for individual children who they teach.	April 2017