



2016-2019.

Accessibility Plan

Martley CE Primary School and Pre-School

1. This Accessibility Plan covers the period from 2016-2019.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Martley CE Primary School's plan, aims over time or as it becomes relevant, to increase the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase **access to the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve the **delivery of written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Equal Opportunities and Diversity
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour Management
 - School Development Plan
 - School Mission Statement
7. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
9. The School's complaints procedure covers the Accessibility Plan.
10. The Plan will be monitored both through the 'Curriculum and Standards' Committee and the 'Premises and Resources' Committees of the Governors.

DATE: 1st September 2016. Review annually. (Plan 2016-19)

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Improving the Physical Access at Martley CE Primary School.

Possible improvements are listed below and would be actioned if practical.

- Project 1.** Initial target: (2016-18)-using Section 106 money (secured June 2006). See Section 106 Concept Brief document June 2016
- a. secure and accessible main entrance to the school (under the DDA) which the school does not currently have. (BB103)
 - b. A medical inspection room, required by 'School Premises (England) Regulations 2012', which the school does not currently have (BB103 page 25)
 - c. A small group teaching base, compliant with DDA, which the school does not currently have (BB103 pages 15, 25).
 - d. The school would also benefit from a secure interview/meeting room adjacent to the main entrance, with an accessible visitor's toilet. This would need to be incorporated into remodelling if the main entrance were to be relocated (BB103 page 27 and page 28).

The above are subject to a feasibility study, access to the Section 106 funding secured June 2006 and the use of additional capital and formula funding budget to address any shortfall.

Initial target: (2016-18)-using Section 106 money (secured 06/2006)

	Timescale	Persons responsible	Monitored by
Feasibility studies and agreed action plan/timeline	By September 2017	A Massey + Governor working party	Governors/LA/Place Partnerships
Contractors agreed	By December 2017	A Massey + Governor working party	Governors/LA/Place Partnerships
Building work initiated	July 2018	A Massey + Governor working party + agreed contractors	Governors/LA/Place Partnerships
Completed	September 2018		

Improving the Physical Access at Martley CE Primary School.

Possible improvements are listed below and would be actioned if practical.

- Project 2.** Initial target: (2016-18)-using Capital and main budget Funding
- a. Refurbish the KS 2 boys and girls toilet blocks (2 rooms) to ensure accessibility for all, including access to running water

The above are subject to a feasibility study, access to capital and formula funding budget allocated to the project from school budget.

Initial target: (2016-18)- (secured 06/2006)

	Timescale	Persons responsible	Monitored by
Feasibility studies and agreed action plan/timeline	By June 2017	A Massey + Governor working party	Governors/LA/Place Partnerships
Contractors agreed	By July 2017	A Massey + Governor working party	Governors/LA/Place Partnerships

Building work initiated	July 2017	A Massey + Governor working party + agreed contractors	Governors/LA/Place Partnerships
Completed	September 2017		
Improving the Physical Access at Martley CE Primary School.			
Possible improvements are listed below and would be actioned if practical.			
Project 3. Initial target: (2016-18)-using Capital and main budget funding			
<ul style="list-style-type: none"> a. Improve the lighting in each classroom, beginning with Maple, Oak, Rowan and Willow. b. Improve lighting in corridors 			
The above are subject to a feasibility study, access to capital and formula funding budget allocated to the project from school budget and/or lighting scheme through Place Partnerships			
Initial target: (2016-18)-			
	Timescale	Persons responsible	Monitored by
Initial discussions of options with lighting scheme and/or alternative lighting quotations/options	Summer 2017	A Massey + Governor working party	Governors/LA/Place Partnerships
Feasibility studies and agreed action plan/timeline	By December 2017	A Massey + Governor working party	Governors/LA/Place Partnerships
Contractors agreed	By July 2018	A Massey + Governor working party	Governors/LA/Place Partnerships
Building work initiated	July 2018	A Massey + Governor working party + agreed contractors	Governors/LA/Place Partnerships
Completed	September 2018		

Increase access to the curriculum for pupils with a disability at Martley CE Primary School.					
Possible improvements are listed below and would be actioned if practical.					
Target	What?	Who & How?	Time Scale	Success	Criteria Completed (date)
1 Improve the staff expertise in supporting the range of disabilities of children in this school.	Staff CPD	SENCo and access to Learning Support teams	On-going and as required	Adult support has a positive impact on children's learning	
2 Interventions are regularly evaluated	Half termly meetings to assess progress of	SENCo, Teachers & TAs	6 times/year	SEND children progress as well as others	

	SEND children				
3 SEND information to be clear, informative and practical.	Develop easily understood support plans for all children on the SEND register.	SENDCo & Staff CPD	2016-17 academic year	Parents and children fully understand their targets and progress from the support plans July 2017	
4. Time table information is clear for every child who cannot abstractly handle this information 6	Visual timetables are used daily in every class	All Class teachers 2016-17.	Visual timetables are used by children to prepare for their work through the day	October 2015	
5. Educational visits to be accessible to all	All visits assessed for accessibility for all children	All teachers	On-going	No child misses a school visit through exclusion due to disability	

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.				
TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	When requested	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for	Review all current school publications and promote the availability in different formats for those that	All school information available for all	When requested	Delivery of school information to parents and the local community improved

parents in alternative formats	require it			
Review documentation with a view of ensuring accessibility for pupils/parents with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	When requested	Delivery of school information to pupils & parents with visual difficulties improved
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	On-going	School is more effective in meeting the needs of pupils.