



BRENT KNOLL CE VC PRIMARY SCHOOL
Accessibility Action Plan January 2017 – January 2018

Elements	Target Strategies	Responsible	Completion	Outcomes
Pupil Achievement	Close monitoring of disabled pupils' achievement in termly test analysis and at Pupil Progress meetings and Annual Review meetings	All Class teachers, SENDCo	Ongoing	Disabled students achieving full potential Intervention strategies as needed
	Ensure that all teaching staff of disabled students are informed of the pupil's needs and that parents are informed of adjustments being made. Advice sought from relevant external agencies.	Class teachers SENDCo	Ongoing	Remedial actions are taken Effective communication Pupil and parent involvement
Disability in the Curriculum	Review current curriculum to ensure that pupils experience positive role models of disabled people			Diversity of curriculum includes positive perceptions of disability as part of the school's active citizenship
Teaching and Learning	Delivery OF INDIVIDUAL PLANS monitored and evaluated.	SENDCo/ Class teachers	Ongoing	Appropriate provision in place
	P Scales used to assess children when appropriate	SENDCo/TAs		
Training	Teacher and TA training in necessary skills and Knowledge to teach and support disabled children	All staff	On-going	Appropriate training in place

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A voice for the Disabled	<p>Include disability issues in the School Parliament's agenda/ Staff Meetings / Discussions</p> <p>School assemblies focus on SEND issues during the year.</p>	Class teachers	On-going	Pupils empowered in decisions about school life. All pupils aware of possible issues.
Removing Barriers	<p>Improving the school environment to facilitate reasonable access;</p> <ul style="list-style-type: none"> • Provision on request e.g. enlarged print on letters. • Provision of translated letters to parents and carers. • Dual Language books from RFL when required. • Dyslexic Friendly resources and strategies are used. 	Headteacher/Governors		<p>Facilities in place for child with specific needs.</p> <p>Access for all</p>
Community Use	All community use will take into account access for disabled people	Headteacher/Governors	Ongoing	<p>Access to parents' evenings and school events will be provided</p> <p>Disabled people are able to access community events taking place within school</p>
Harassment and Bullying	Ensure that there is no harassment or bullying of disabled people that relates to their disability	Headteacher/Governors	Ongoing	Respect and understanding towards disabled people across all areas of the school community
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Disabled Staff	<p>Adjustments as necessary will be made to allow disabled staff to pursue employment in line with County guidelines</p> <p>All job applicants will be treated equally Keep confidential records of staff disclosures regarding disability</p> <p>Annual DES consultation with staff</p>	Headteacher/ Governors	Ongoing	<p>Accurate and confidential records allow adjustments to be made and provide equality of opportunity within the application process</p> <p>Necessary support and adjustments made where possible for staff</p>
Governance	<p>The school will welcome disabled representation on the Governing body</p> <p>The annual review of the Accessibility Plan, Policy and Single Equality Duty will include the Governing body</p>	Governors	As per the schedule for updating policies	Accessibility Plan evaluation and priorities for development are shared with governors.
Extra-curricular	Ensure that opportunities for disabled pupils to be involved in extra-curricular activities and clubs exist.	All staff	Ongoing and included in the annual review	Disabled pupils are provided with opportunities to participate in extra-curricular activities where it is reasonable and practical to do so.

Signed: Euring Hugh Mackay JP Chair of Governors

Signed: Mr CR Burman Headteacher

January 2017

Review Date January 2018