



## Outwood Primary School

### Accessibility Plan

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0-25 years. This will be reviewed every three years by the Teaching and Learning Committee of the Governing Body.

This plan should be read in conjunction with.

- The LA admissions policy.
- The School Prospectus.
- The Equality and Diversity Policy.
- The Behaviour Policy.
- The Special Educational Needs and/or Disability Policy.
- The Special Educational Needs and/or Disability Information Report.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities. It details specific anticipatory activities aimed to increase accessibility for all pupils with SEND to the curriculum, physical environment and to information.

#### Current position

- The lower part of the school has wheelchair ramps to ensure that there is wheelchair access. There are stairs to our upstairs classrooms and no lift.
- The outside play areas are flat and accessible to wheelchair users.

#### **A. Improving access to the curriculum.**

<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Success Criteria</b>	<b>Completion Date</b>
Develop a range of learning resources that are accessible for	Subject co-ordinator, in liaison with the SENDCo to review resources in their curriculum areas.	Co-ordinator time	Children with disabilities have increased access to the curriculum.	On-going work

students with different disabilities.				
To improve accessibility for pupils who are showing dyslexic tendencies.	SENDCo to purchase a range of acetate coloured reading rulers, tinted textbooks, writing and maths books, and a range of writing tools. Coloured background on the whiteboards.	SENDCo to order resources.	Children who are displaying dyslexic tendencies will use resources recommended to support their learning. The success of the support will be monitored by class teachers and the SENDCo.	On-going. Orders placed in prior to September 2020 ready for the new academic year.
Class teachers have a clear understanding of the Stockport Entitlement Framework and subsequently recognise and develop skills to support children within their classroom through quality first teaching.	SENDCo to provide specific training for new and existing staff relating to the Entitlement Framework and its link to quality first teaching and the SEND Code of Practice 2014.	Staff meeting time Co-ordinator time	Staff will have a greater understanding of skills and strategies which can be delivered to support the children within their class.	September 2019 September 2020 On-going and adapted as required.
To ensure that all staff are trained to support pupils with social, emotional, and mental health needs.	SENDCo to arrange for all staff to be trained in emotional regulation training, supporting children to understand their emotions and recognise ways to respond to those emotions.	Staff meeting time. SENDCo liaison time with the Inclusion team.	Staff will have a better understanding of what children's behaviour is trying to communicate to them and be able to respond accordingly.	To be organised during the 2020-2021 academic year.
To ensure that staff are trained to support pupils with medical needs.	Update staff training annually in: <ul style="list-style-type: none"> <li>• Asthma</li> </ul> And as required: <ul style="list-style-type: none"> <li>• Epilepsy</li> <li>• Diabetes</li> <li>• Training in other specific conditions.</li> </ul> Update medical conditions policy annually	Time for staff responsible to update policies, Parents medical information form, School nurse to provide training.	Staff will be confident in dealing with medical conditions of children in their care.	Inset training in September.

	and ensure that the annual parents return is gathered.			
Disability equality issues are incorporated in to the PSHE and Citizenship curriculum.	Develop Citizenship theme incorporating disability awareness	Co-ordinator time Staff-meeting time	Children have a greater understanding of disability issues.	On-going work
Ensure that Computing development includes resources for children with disabilities.	Computing Co-ordinator to review resources in their curriculum areas.	Co-ordinator time Liaison time between SENDCo and Computing Co-ordinator.	New ICT facilities to include resources for children with disabilities.	On-going work

**B. Improving access to the Physical Environment.**

<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Success Criteria</b>	<b>Completion Date</b>
To ensure that any future building projects adhere to disability legislation, such as making adaptations to existing toilets to turn one of them into a disabled toilet.	Liaise with contractors.	Devolved formular capital fund.	The school building will be developed with disability access.	On-going work
To complete any redecoration with differentiated colour contrast between walls and doors to support visually impaired children.	Choose colour schemes with a contrast.	Funding for re-decoration.	Colour scheme in suiting with that advised to support people with a visual impairment.	On-going work
To make specific, necessary adaptations to meet the needs of children with disabilities.	To be addressed when school admits children with specific needs.	To be addressed when school admits children with specific needs.	For disabled children to have access in and around the school.	On-going work

**C. Improving access to Information**

<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Success Criteria</b>	<b>Completion Date</b>
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To ensure that information is more accessible to children and parents with disabilities.	Liaised with ICT Coordinator and the Sensory Support Service.	LA Guidance School website Class dojo School Twitter account	Children with disabilities and parents with disabilities have greater access to information. School can respond quickly to requests for information in alternative formats.	On-going work
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