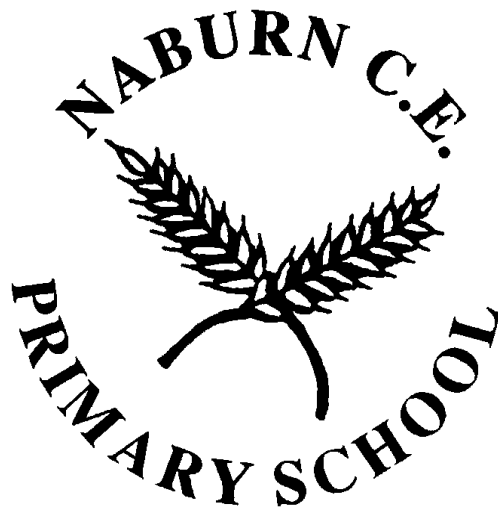


Naburn CE Primary School



Accessibility Plan

Date of this Review: December 2021

Date of FAR Meeting:

Date next review is due: December 2022

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Updated December 2021

At Naburn Church of England Primary School we value all children equally whatever their background, and aim to provide a welcoming, inclusive atmosphere that does not discriminate on the grounds of gender, ethnicity, culture, religion or ability. As a Church Of England School, our Christian values lead us to regard the inclusion of learners as a priority.

The school recognises its duty:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework (September 2014), which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Drawing up an Action Plan

The three areas to be considered in this action plan are:

a) Improving Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trust.

[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

[See checklist on page 30 of DfES Guidance.]

c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

[See checklist on page 30 of DfES Guidance.]

Accessibility Action Plan

	Targets	Action Required	Outcome	Timeframe	Means of Evaluation
Short Term	Availability of coloured overlays for students with SpLD. The most common SpLDs are dyslexia, dyspraxia, attention deficit hyperactivity disorder, dyscalculia and dysgraphia.	School to purchase overlays and assess effectiveness.	Readily available resources for students with SpLD.	In place from December 2021	A range of overlay sheets in different colours in use within school.
Short Term	All staff to have awareness raised regarding disability issues and to be aware of their specific duty.	Staff Meeting - draft scheme to be presented. Information sheets to staff.	All staff will be aware of a range of disabilities/barriers to learning and the current accessibility arrangements.	Staff Meeting December 2021	All staff to be aware of disability issues and to be able, to access further information and training throughout the academic year.
Short Term	All students made aware of disability issues.	Through assemblies, PHSCE lessons, newsletter leaflets and school website.	All students aware of range of disabilities and current accessibility arrangements, as well as future plans.	December 2021	Inclusion agenda further strengthened.
Long Term	Improve access to information for parents with disabilities.	Exploration of range of need e.g. hearing impairment Visual impairment, Physical impairment through an invitation to all parents.	Parents/carers have suitable access to information	Dec 22 - ongoing	Improved access to written materials, pupil reports, etc.

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