

Sharp Lane Primary School

Accessibility Plan/Policy



Agreed by Governing Board	November 2023
Review date	November 2024
Responsible for this policy	Charlotte O'Neill

Contents

1. Aims.....	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	9
5. Links with other policies	9
Appendix 1: Accessibility audit.....	10

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This plan shows how Sharp Lane Primary School will improve where possible the accessibility for disabled pupils, staff, parents/carers and visitors. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

Improve access to the physical environment of the school, adding specialist facilities as necessary. This will cover making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.

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 other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist auxiliary 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, leaflets and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	Curriculum resources include examples of people with disabilities.	Audit of resources to ensure there are examples of disabilities in all year groups.	SENDCO	Reviewed termly	A full range of resources are available in all departments to reflect all pupils with a range of disabilities.
Increase confidence of all staff in differentiating the curriculum	CPD is planned half termly for all staff and where there is a child with a specific need training is given from external providers where necessary.	Ongoing	Staff training and assessment to be supported. Feedback on good practices.	SENDCO/SLT	Reviewed termly.	Raised staff confidence in implementing strategies for differentiation and meeting the learning needs of all children.

Ensure all staff have specific training on SEND needs	SEND training is available in house through the SENDCO and external providers are used to provide more bespoke training.	Ongoing	Be aware of staff training needs. Staff access appropriate CPD/seek advice from SENDCO	SENDCO/Head	Reviewed termly.	Increased awareness and understanding of SEND.
Reflect identified areas of need in lesson planning and delivery	Planning should be differentiated and inclusive of all children's needs. For those that require an alternative tracking system, B Squared or the SENIT Journal is used as a planning tool and identified in teacher planning. Children are tracked termly using specific pro-formas.	Ongoing	Ensure quality first teaching for all groups is identified on planning where necessary.	SENDCO/Staff	Reviewed termly.	Improved access to curriculum for all children.
Monitor how children with SEND are achieving academically and socially	For those that require an alternative tracking system, teachers use B Squared or the SENIT Journal to track children and these are reviewed on a termly basis. 'Bespoke Learning Opportunity' (BLO) grids are completed on a termly basis and reviewed in pupil progress meetings. Inclusion Team offer support for children to ensure they make progress both academically and socially.	Ongoing	Track bespoke learning opportunities termly and monitor progress. Weekly Inclusion Team meetings with Head, SENDCo and Senior Leadership Team to ensure all children have needs met as need evolves. The SENDCO also works very closely with the SLT and PDC. Half-termly pupil progress meetings	SENDCO/ Inclusion Team/Staff	Reviewed half-termly.	Parents/ carers and staff all understand the progress the children are making on a termly basis. Children's needs both academically and socially are discussed at weekly meetings and effective interventions are put in place.
Ensure all children on SEND register have a provision map in place	Bespoke learning opportunity (BLO) grids used to track progress of all learners and these are discussed at pupil progress meetings. For those with higher need more personalized, provision maps are in	Review register termly	Provision map (BLOs) is up to date and forms a key part of the planning and assessing process for all staff. To roll out more	SENDCO/Staff	Reviewed termly.	Provision maps (BLOs and Personalised ones) in place and highlighted to support the needs of individual children

	place. SEND register reviewed termly with staff and SENDCO.		personalised Provision Maps for all our higher needs children e.g those with high levels of adult support, EHCPs and or additional funding			
School Visits are accessible to all pupils regardless of attainment or impairment	School complete all risk assessments and pre visits to ensure every trip is accessible to all children and adaptations are made.	As needed	Staff to take account of children with specialised needs when booking visits	All Staff	As and when required.	All children included in all enrichment opportunities.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Lift to first floor • Corridor width • Disabled parking bays • Disabled toilets and care suite facilities • Library shelves at wheelchair-accessible height 	As needed	Regular monitoring of site facilities with the business manager and superintendents to ensure school is accessible to all children.	School Business Manager/ Superintendents/ Headteacher/ SENCo	Weekly	Access maintained to all areas of the school building.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage as needed • Large print resources • Pictorial or symbolic representations • Use of technical equipment where necessary e.g. Roger 	As required	Review of communication to ensure it is accessible for all. Ensure good working relationships with external professionals so that all the necessary support is in place.	SENDCO/Staff	Termly	Everyone can access information around school.

	Pens & clip on mic transmitters					
Improve signage for people with visual impairments or others with lower sight levels (wheelchair users)	Printed signs need to use contrasting colours e.g. dark ink on light backgrounds or vice versa	Ongoing	Review signs to ensure all accessible.	Site Team	Termly	People with visual impairment and wheelchair users need to be made aware of access to all parts of the school
Ensure that all SEND children with medical needs can be safely evacuated	Staff working with children with medical needs, have had previous training and are aware of procedures.	Immediate action when new pupil is identified	Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils, where and when necessary and train staff in the use of evacuation aids i.e. Evac Chair.	SENDCO to advise Site Staff	Termly	All SEND children with medical needs and staff working with them are safe and confident in the event of a fire and all staff that may require ton aids are trained
Ensure all fire escape routes are suitable for all and free from obstruction at all times	All fire escapes are kept free of furniture and are checked regularly by staff. Any obstructions are removed.	Ongoing	Review means of escape for disabled pupils/visitors during review of fire risk assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times	All staff are responsible to keep areas clear. Site Supervisors will monitor and report any problem areas.	Daily	All fire escapes kept clear and pupils have safe exit at all times.
Disabled bay signage/markings	There are two disabled parking spots in the carpark and on the Dolphin Road school entrance side there is a disabled parking bay on the street.	Ongoing	Keep under review the need for disabled parking.	All staff	Termly	Accessible parking bay for disabled staff & visitors.
Provision/ upgrades of disabled toilets	Disabled toilets in the school accessible for adults and pupils.	Ongoing	Keep under review and continue to audit disabled toilets as necessary.	Site management team	Weekly	Pupils and adults have access to a disabled toilet with reasonable adjustments to meet their needs.

Any future plans for further development of the building take Equality Act issues in to account	Any work evaluated.	Ongoing	Work with surveyors when planning modernisations.	Head/ Site management team	As required.	Where it can be reasonably achieved, the school building continues to be accessible for all.
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4. Monitoring arrangements

This document will be reviewed every **year**, but may be reviewed and updated more frequently if necessary. It will be approved by the Headteacher and School Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Accessibility Audit attached to the end of this policy

Appendix 1: Accessibility audit

Schedule 1: Approach to Building				
	Description	Actions to be taken	Person responsible	Date to complete actions by
Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs, etc.?	Yes		Site Superintendent/Caretaker	
Are there separate entrances for cars and pedestrians?	Yes			
Is the route wide enough, and free of kerbs?	Yes, there are lowered kerbs from the bus stop to the school main entrance on Sharp Lane. There is also a Zebra crossing, outside school on Throstle Road North.			

Schedule 2: Car Parking

	Description	Actions to be taken	Person responsible	Date to complete actions by
Are accessible car parking bays signposted from the car park entrance?	The single bay in the car park is intended for use by staff. The car park surface is also clearly marked with a yellow disabled sign.		Site Superintendent/Caretaker	
Are these bays wide enough and long enough to allow transfer onto a wheelchair?	Yes, the bays are adequate for easy access.			
Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?	Yes, the surface and display signs are adequate.			

Schedule 3: External Ramps and Steps

	Description	Actions to be taken	Person responsible	Date to complete actions by
Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?	The only external ramp is one which leads up to the OOSC building and is suitable for purpose. Railings now in place.		Superintendent/Caretaker	
If no permanent ramp is provided, can a portable ramp be made available?	We use a small portable ramp to assist a child in a wheelchair this is only a small ramp which allows them to access over a small step.		Superintendent/Caretaker	
Are there suitable steps (as an alternative to the ramp), with easily identifiable step nosings, handrails both sides, and are well lit?	There is a kerb which leads from the car park to the Nursery/Main entrance that staff use. This has been highlighted with yellow/white paint so that this can be clearly seen.		Superintendent/Caretaker	

Schedule 4: Main Entrance, Lobby and Reception Areas

	Description	Actions to be taken	Person responsible	Date to complete actions by
Is the main entrance clearly signposted, well lit, and distinguishable from facade?	Yes			
Can people on each side of the door, either seated or standing, see each other?	Yes			
If fitted, are door control systems fitted at heights suitable for all users?	Yes			
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Yes			
Does the door pressure allow ease of access for all users?	Yes			
Are thresholds flush and level, and mat wells firmly fixed?	Yes			
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Yes			

<p>If fitted, does the lobby allow wheelchair users to move clear of the outer door before opening the inner door?</p>	<p>N/A</p>			
<p>Is appropriate information signage provided at the Reception, for people with visual impairments or others with lower sight levels (wheelchair users)?</p>	<p>No – not currently needed as office staff are available to assist and we will make adaptations as and when required.</p>		<p>Office Manager/Health and Safety Officer</p>	
<p>Have front line staff (reception) had access awareness/ equality training?</p>	<p>No – but this will be looked into ASAP</p>	<p>To source and book office staff onto training</p>	<p>Office manager/Health and Safety Officer</p>	<p>By Spring 2023</p>

Schedule 5: Corridors, horizontal movement and activity spaces

	Description	Actions to be taken	Person responsible	Date to complete actions by
Are corridors a minimum width of 1200mm? (Better to be 1800mm for wheelchairs to pass each other)	Yes. With the exception of the corridor connection the main reception area and the administration offices.	The administration area can be accessed using the double doors from reception in to the hall. There is a single door from the hall into the SLT and admin offices.		
Do any windows (natural light), or artificial light provide glare or silhouettes?	No			
Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	Yes, however, no induction loop.			
Are suitable signs provided, from both standing and seated positions, where necessary?	Yes			
Are fire extinguishers (or hose reels) positioned to ensure they do not create hazards for visually impaired people?	Yes			

Schedule 6 - Doors

	Description	Actions to be taken	Person responsible	Date to complete actions by
Is the door/s necessary, can it/they be removed?	Yes			
Can fire doors be held open on magnetic devices (corridors)?	Yes			
Are doors well contrasted from their surroundings?	Yes			
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Yes			
Can people on each side of the door, either seated or standing, see each other?	Yes			
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Yes			
If double doors, does one leaf allow 800mm clear opening width?	Yes			

Schedule 7 - Vertical movement, internal level change (ramps, steps)

	Description	Actions to be taken	Person responsible	Date to complete actions by
If provided, Is the ramp properly graded, wide enough, with suitable handrails both sides?	OOSC - Yes, with handrails now in place.		Site Manager	
Are surfaces slip resistant, with kerbs at the edges?	OOSC - Yes			
If no permanent ramp is provided, can a portable ramp be made available?	OODC - Yes, this could be used on a door other than the main entrance door.			
Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?	OOSC - Yes, a single step up in to the building.			
Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?	Yes			

Schedule 8 - Vertical movement, stairs

	Description	Actions to be taken	Person responsible	Date to complete actions by
Are the stair risers and steps the same height and length (open risers not recommended) and are the step nosings easily identifiable?	Main School – Yes			
Are there suitable continuous handrails to both sides, with tonal contrast from background?	Yes			
Are there suitable landings provided at intermediate levels on stairs?	Yes			
Is suitable visual and tactile information fitted at each floor level?	No			
Is there suitable lighting?	Yes			

Schedule 9 - Vertical movement, Passenger Lifts, platform lifts and platform stairlifts

	Description	Actions to be taken	Person responsible	Date to complete actions by
Is a passenger lift provided within the school?	Yes			
Is there unobstructed space (1500mm x 1500mm) in front of the doors, and do the doors have a clear opening width of 800mm?	Yes			
Are the internal dimensions of the lift cabin 1100 x 1400mm (preferred 1100 x 2000mm) min, and is the lift fitted with suitable support rails on three sides??	Yes, the lift is supplied with a grab-rail that is above the controls on one side.			
Are the controls on the landing and in the lift cabin, including emergency phone, within easy reach and clearly visible for all users (within zone of 900mm and 1200mm from floor)?	Yes, but no phone.			
Are these controls clearly visible in contrasting colours and with raised (tactile) characters/numbers?	Yes			
Does the lift have audible announcements and visual displays?	Yes			
Is a platform lift or platform stairlift provided within the school? Note -	NO			

platform stairlifts are not advisable.				
Are controls clearly identifiable and within reach of all users?	N/A			
Does the stairlift platform when not in use automatically revert to folded position?	N/A			

Schedule 10 - WC Provision Generally

	Description	Actions to be taken	Person responsible	Date to complete actions by
Is there WC provision for ambulant people with disabilities? (e.g.. Grab rail fitted to one WC cubicle) and is travel distance no greater than for an able bodied person?	Yes			
Is the lobby large enough to allow easy access, and is the WC door easy to operate?	Yes			
Are the floors slip resistant?	Yes			
Are fittings easily distinguished from their background?	Yes			
Are compartment doors controls easily gripped and operated?	Yes			
Can ambulant disabled people maneuver and rise and lower themselves in a standard cubicle?	Yes			

Schedule 11 - Accessible WC Provision

	Description	Actions to be taken	Person responsible	Date to complete actions by
Is there an accessible WC, with its location clearly signed, and is the travel distance no greater than for an able bodied person?	Yes			
Are there suitable fittings, which are easily distinguished from their background, and are they fitted in suitable positions?	Yes			
Does the door have a clear opening of 900mm, and are doors controls, light switch and locks easily reached and operated?	Yes			
Are floor finishes slip resistant?	Yes			
Are management procedures in position to maintain viability of facility?	Yes			
Does the door have the capacity to open outward to ensure that entry can be gained in the event of someone falling and blocking the doorway?	Yes			

Schedule 12 - Changing/Shower Facilities

	Description	Actions to be taken	Person responsible	Date to complete actions by
Are there changing facilities?	N/A			
Is a shower compartment provided which is suitable for use by people with disabilities?	N/A			
Is the height of the shower head variable?	N/A			
Have a tip-up seat and suitable handrails been provided?	N/A			
Is there a dressing cubicle and does it comply with required size and layout?	N/A			
Are lockers easily reached and operated?	N/A			
Are all fittings readily distinguishable from their background?	N/A			
Does the floor have a slip resistant finish?	N/A			

Schedule 13 - Bathrooms

	Description	Actions to be taken	Person responsible	Date to complete actions by
Is there a bathroom?	N/A			
Is the bathroom provided with fittings suitable for use by people with disabilities inc assisted use?	N/A			
Are all fittings easily reached and operated?	N/A			
Are all fittings readily distinguishable from their background?	N/A			
Does the floor have a slip resistant finish?	N/A			
Is a hoist provided?	N/A			

Schedule14: Fixtures and Fittings

	Description	Actions to be taken	Person responsible	Date to complete actions by
Are there reception counters, services desks or serveries?	Yes			
Is provision made for wheelchair users (both sides) and are induction loops fitted?	Yes No induction loop			
Is glare or silhouetting avoided at these counters (design and positioning)?	Yes			
Is seating provided, that are stable, with arm rests, and is there sufficient space for a wheelchair user?	Yes			
Do tables allow for wheelchair access?	Yes			
If provided, are telephones fixed at a height that allows easy access by wheelchair users?	Yes			
Are telephones equipped with induction couplers for hearing aid users?	No			
Is a text phone available?	No			
Is the lighting in the school controllable and adjustable to meet the needs of individual pupils and the	No adjustment can be made i.e. no dimmer switch but the			

task they are working on?	lights can be switched off towards the back of the classroom should there be a problem.			
If the school is fitted with fluorescent lighting only is it likely to cause inconvenience to people with hearing impairments (background noise and electronic signals)?	The school is fitted with florescent lighting but we have not had a problem with people with hearing impairment.			
Is the environment free of unnecessary noise e.g. heating units?	Yes			
Are induction loops fitted wherever information is given or meetings are being held?	No, no facilities are available for induction loops.			
Is tea, coffee facilities and vending machines accessible and usable by all?	Yes, tea and coffee making facilities are available in the staffroom and kitchen area in the administration block.			

Schedule15: Kitchens

	Description	Actions to be taken	Person responsible	Date to complete actions by
If provided, does the kitchen have fittings suitable for use by disabled people?	No, however, should the need arise this could easily be installed.			
Is the kitchen of adequate size and layout for disabled people ?	Both the staffroom and kitchen area close to the administration block are of adequate size but would need some adjustment should the need arise.			
Are all fittings readily distinguishable from the background?	Yes			
Is lighting adequate?	Yes			
Does the floor have a slip resistant finish?	Yes			

Schedule17: Means of Escape

	Description	Actions to be taken	Person responsible	Date to complete actions by
Is there an audible alarm system?	Yes			
Is the audible fire alarm supplemented by a flashing light system?	No			
Are ground floor exit routes as accessible as the main entrance routes?	Yes			
Are Means of Escape strategies in position to ensure disabled people are evacuated safely?	Yes - PEEPs in place.			
If people with disabilities cannot completely evacuate the building can they reach places of safety or refuge, which are clearly signed and of the right size?	Yes – There are two staircases at either end of the second storey building.			
Are there Personal Emergency Egress Plans in place for members of staff who may require assistance?	No – all members of staff are able to evacuate the building without assistance.			

Schedule18: Building Management				
	Description	Actions to be taken	Person responsible	Date to complete actions by
Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow?	Yes			
Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?	Yes			
Is door ironmongery regularly maintained?	Yes			
Are lifts, platforms and stairlifts regularly serviced?	Yes – LOLER Certificates are filed in the Premises File in the SBM Office.			
Are accessible WC's kept clear and not used for storage?	Yes			
Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?	Yes			
Do you consider tonal and colour contrast before a redecoration scheme?	Yes			

Do new signs integrate effectively with current signage?	Yes			
Are windows, blinds and lamps checked to ensure they are kept clean and in working order?	Yes			
Are induction loops and infra-red systems clearly signed and checked regularly?	No induction loop installed.			
Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?	Yes			
Is there a fire escape strategy for visitors who may require assistance?	Yes – visitors are asked to provide information on their arrival at school if they need assistance to evacuate.			
Is there a personal egress plan prepared for any member of staff who may require assistance?	Staff members are required to advise Management if they feel they would need assistance to evacuate the building should there be an emergency.	A SEEPs form would be completed	Office Manager	
When temporary facilities/displays are installed are disabled pupils/ visitors considered?	Yes – All aspects are considered.	Colour, size and area of display are all considered.	All Staff	

Schedule 19: Curriculum

	Description	Actions to be taken	Person responsible	Date to complete actions by
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Yes	Courses available as and when required.	SENDSCO/SLT	
Are your classrooms optimally organised for disabled pupils?	Yes	Furniture is set out in a way that is best suited for easy movement around the classroom.	Class teacher/SENDSCO/SLT	
Do lessons provide opportunities for all pupils to achieve?	Yes – all children are included in all activities.			
Are lessons responsive to pupil diversity?	Yes			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes – following the recommended curriculum.			
Are all pupils encouraged to take part in music, drama and physical activities?	Yes – with appropriate differentiation.			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Yes – should this be required to fulfill the needs of the pupil.			

<p>Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?</p> <p>Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?</p> <p>Do you provide access to computer technology appropriate for students with disabilities?</p> <p>Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?</p> <p>Are there high expectations of all pupils?</p> <p>Do staff seek to remove all barriers to learning and participation?</p>	<p>Yes – with appropriate differentiation.</p> <p>Yes – with advice from Healthcare Professionals.</p> <p>Yes – with appropriate differentiation.</p> <p>Yes – all pupils are included and provision made for any extra needs they may have.</p> <p>Yes – all pupils are encouraged to reach their full potential.</p> <p>Yes – staff receive training which allows them to encourage all children to participate and reach their full potential.</p>		Class teacher/SEND/SLT	
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Schedule 20: Materials in other Formats

	Description	Actions to be taken	Person responsible	Date to complete actions by
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Yes – all pupils needs are considered and met.		Class teacher/SEND/CO/SLT	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Yes – all manor of resources are provided to ensure all pupils are able to access the learning they are entitled to receive.			
Do you have the facilities such as ICT to produce written information in different formats?	Yes – ICT is used to produce information as required to teach all areas of the curriculum			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes – staff receive training to deliver learning to all pupils and to put in place strategies for those with disabilities, to help them overcome any difficulties that they may be presented with in order to fulfill their full potential.			

Schedule 21: Action Plan (Building and Facilities)

1. Approach to School	N/A			
2. Car Parking	N/A			
3. External Ramp and Steps	N/A			
4. Entrance / Reception	N/A			
5. Corridors	N/A			
6. Doors	N/A			
7. Vertical movement - internal Level change (ramps, steps)	N/A			
8. Stairs	N/A			
9. Lifts	N/A			
10. WCs General	N/A			
11. Accessible WCs	N/A			

12. Changing and Shower facilities	N/A			
13. Bathrooms	N/A			
14. Fixtures and Fittings	N/A			
15. Kitchens	N/A			
16. Signs and Information	N/A			
17. Means of Escape	N/A			
18. Building Management	N/A			
19. Curriculum	N/A			
20. Materials in other Formats	N/A			

Schedule 22: Action Plan B - Curriculum

Curriculum	N/A			
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Schedule 23: Action Plan C - Alternative formats

Alternative formats

N/A