

MANEY HILL PRIMARY SCHOOL



ACCESSIBILITY PLAN

Reviewed By Staff:	January 2016
Governor Ratification Date:	January 2016
Next Review Date:	January 2019

**ACCESSIBILITY PLAN 2016 – 2018
ENVIRONMENT**

Objective/s	Accessibility code	Actions			Success criteria	Timescale
		How	Who	Resources		
Ensure new school buildings are accessible to wheelchair users.	E	Install ramps instead of steps. All doorways and corridors should be sufficiently wide for a wheelchair. Classrooms should be large enough for wheelchair users to move around.	Head teacher Bursar Governing Body	Funding	Wheelchair users are able to access all school entrances safely and independently. Wheelchair users are able to move in and out of internal doorways, corridors and classrooms independently.	Short by July 2016
Ensure that paths around new school buildings are accessible to all including wheelchair users.	E	Review suitability of existing and new paths. Obtain quotes for resurfacing and repairing and follow-up as required. Maintain pathways clear from overgrown greenery or equipment. Hand rails should be in place where necessary.	Head teacher Bursar Governing Body	Funding	All paths are sufficiently wide, flat and free of trip hazards. All paths are easy to use by everyone at all times.	Medium By July 2017
Review the security of school grounds, including making sure pupils feel safe.	E	Obtain quotes for fencing around school field. Review questionnaire data on 'feeling safe'.	Head teacher Bursar Governing Body	Funding	Pupils and adults feel safe on site. Unauthorised access to the school is restricted.	Long By July 2018

**ACCESS PLAN 2016 – 2019
CURRICULUM**

Objective/s (from the feature chosen)	Accessibility code	Actions			Success criteria	Timescale
		How	Who	Resources		
Ensure teachers use Interactive Whiteboards effectively to enable every child can access learning.	C	SMART board training for all teachers.	Bursar Computing Leader	Funding	Teachers use interactive whiteboards effectively, ensuring that learning needs of all pupils are met. For example, auditory and visual effects, attractive and engaging learning resources used through the interactive whiteboard.	Short by July 2016
'SMART' Interactive Whiteboards fitted in all classrooms and Hall.	C	Audit the quality of interactive whiteboard in each classroom. Obtain quotes and replace as required. Add a SMART board to every classroom in the new building.	Head teacher	Funding	High Quality Interactive Whiteboards available for all learning including PE lessons in the Hall.	Medium By July 2017
Climate Control in all classrooms and the Hall.	C	Evaluate the climate control measures in every classroom and the Hall. Where required obtain quotes and install air conditioning systems.	Bursar Governing Body	Funding	All classrooms and the Hall have appropriate climate control to enable every child to be in a comfortable learning environment.	Long By July 2018

**ACCESSIBILITY PLAN 2016 – 2019
INFORMATION**

Objective/s (from the feature chosen)	Accessibility code	Actions			Success criteria	Timescale
		How	Who	Resources		
Ensure that pupils from all social backgrounds can access all activities and engage fully in learning.	I	Use the Pupil Premium to fund additional activities such as music lessons, school trips and clubs. Inform parents of potential Pupil Premium funding. Review wording of letters ensuring that no pupil will miss out due to financial hardship.	Head teacher Bursar Governing Body	Pupil Premium Funding School Fund	All pupils feel that there is equality of opportunity both in the classroom and on trips.	Short by July 2016
Early identification of additional needs is in place with swift input of support for a pupil who needs it.	I	Review Staffing Structure, implement the role of SENDCo/Inclusion Leader who can work closely with external agencies (e.g. Educational Psychology, School Nurse). Parents and teaching staff work with SENDCo to support pupil needs.	Head teacher SENDCo Governing Body	Funding Leadership Time	Pupils individual needs are identified on entry to school or on commencement of additional needs. Combined effort from school, parents and external agencies supports additional needs for any pupil.	Medium By July 2017
Review the effectiveness of equality of opportunity in a larger (two form entry) school.	I	Review existing equality monitoring. Review transition arrangements for new entrants to school and new school year. Review effectiveness of initial Reception/Parent meetings and implement information sharing with Early Years/Key Stage 1 Leader.	Head teacher Senior Leadership Team Governing Body	Leadership Time	Effective equality of opportunity for all pupils from Reception through to Year 6 with no 'overlooked' pupils or groups of pupils. Parents feel that their child and all pupils are treated fairly.	Long By July 2018

