

Report on Actions and Outcomes of Accessibility Plan 2014-2017

Targets	Strategies completed	What was done	Goals Achieved
Ensure compliance with DDA and Code of Practice	<ul style="list-style-type: none"> Staff and governors informed of requirements and obligations of DDA, and the Accessibility Plan All staff informed via staff e-mail and meetings 	Staff Meeting Guidance Notes Governors Meeting Stair lifts are regularly serviced by service contract	School complies with DDA and COP Requirements
Increased involvement of parents of disabled children in decision making	<ul style="list-style-type: none"> Encourage parents to become governors Consult parents Annual review of Disability Equality Scheme 	Parent evenings Literature Website Individual pupil review Staff, parents and pupils consulted	Parents of disabled children feel able to express their views + actions taken to meet needs
Improved awareness of prospective and existing pupil disabilities	<ul style="list-style-type: none"> Include as part of the application process Training Transition visits to other settings 	Application process Staff Meetings Home +setting visits of new entrants	School able to best target / plan resources
Improve staff understanding and skills for dealing with disabled students	<ul style="list-style-type: none"> Training sessions in awareness and different disabilities Open discussion Review of procedures and policies 	Staff Meetings Training Reviews Governors Meeting Briefings from experts	A wide skill base is available
Staff Advisors Set up for key Disabilities	<ul style="list-style-type: none"> Sign language training Deaf awareness training Visual impairment training Autism training LSAs with BTec training 	Internal courses -ToD, Sensory Consortium staff- Tech training from Mary Hare and Cochlear Implant Centre - Southampton VI and HI BTec qualify	Chosen staff member is confident in giving advice to others in their key disability. Also able to support technical aids children use.
Increase awareness and involvement of children in disability issues	<ul style="list-style-type: none"> Set up mentoring or buddy schemes Set up links with other children in other schools with similar disabilities 	Staff meetings Governors Meetings ToD arrange links & visits	Disabled children feel more secure within their peer group. Peer group have greater knowledge and understanding of pupil disabilities
Improve access for hearing impaired pupils	<ul style="list-style-type: none"> Provide visual support for activities in Hall Update specialist equipment eg radio aids, Symposiums, & specialist software Test box for HI resource 	Provide computer, projector and screen link to Hall Sound system Class sound fields updated to work with new implants and aids.	HI children fully engaged in all activities as far as is possible
Ensure access to the curriculum for all pupils	<ul style="list-style-type: none"> Modify resources Modify levels of support Adapt the classroom environment where possible Adapt delivery of the curriculum where appropriate 	Evident in planning Class teacher to adapt environment Resources- e.g. laptops, OT resources, Visual resources etc	All children engaged in curriculum activities as fully as possible as a result of strategies employed
Improve access for visually impaired pupils and families (1)	<ul style="list-style-type: none"> Specialist equipment and resources as required Site adapted and highlighted as required 	As advised by Sensory Consortium	Improve VI pupil's access to whole curriculum and site
Improve access for visually impaired pupils and families(2)	<ul style="list-style-type: none"> Site walk performed to identify safety and visibility risks 	Performed by Sensory Consortium and actioned by site controller	Improve VI pupil's access and safety of whole school site
Improve signage to site for adults and children	<ul style="list-style-type: none"> Signs for parking, entrance and toilets Alternative ramp and markings to step edges remarked annually 	Install clear signs to aid access to site for all	VI, HI and those with mobility problems can access all parts of the school without problems
Provide appropriate toilet and cleaning facilities for Foundation children and others with conditions requiring changing nappies etc.	<ul style="list-style-type: none"> Install showering and changing facilities for children with colostomy bags or bowel problems 	Building alterations necessary to install required facilities	Foundation children cleaned and changed in privacy. Other pupils looked after without causing staff problems

Improve safe exit with steps	<ul style="list-style-type: none"> • Handrails to provide safe access to Foundation play area 	Install safe hand rails to outside area	Improve young children's access to play area
Improve school access for wheelchair bound pupils	<ul style="list-style-type: none"> • Enable easy access to all areas of school for pupil or adult in wheel chair 	Ramp and rails from 2 classrooms Self closing fire doors in corridors	Wheel chair users can access all areas of school.
Improve signage around site for wheelchair access, buggy access etc.	<ul style="list-style-type: none"> • Enable easy and quick access to all areas 	Install new signs by main steps and around site	All visitors can easily access the site
Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments and ASD.	<ul style="list-style-type: none"> • Seek advice from relevant bodies on appropriate colour schemes. • Ensure all displays are of muted tones where possible. 	SENCo advice Display policy	School environment is not overly busy with colour so sensory impact is reduced.

Outcomes reviewed Autumn 2017