



PETTERIL BANK COMMUNITY SCHOOL



Accessibility Plan 2015 – 18

1. This accessibility plan has been developed from an audit of the accessibility of the building.
2. The accessibility plan should help develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.
3. The school is aware of the access needs of disabled children, staff and parents/carers at school present and aims to ensure the school is accessible for future disabled pupils and the needs of staff and parents/carers.
4. The accessibility plan will be monitored by the Governors on an regular basis.

This policy was agreed by the governing body on 13th October 2015

Date of next review October 2018

Signed _____ (On behalf of the Governing Body)

Improving access to the building					
	Targets	Actions	Timescale	Responsibility	Outcomes
	Improve signs in the entrance to include different languages used in school.	a) Put up clear signs in the reception with symbols, welcome sign in different languages and formats.	By Jan 2016	School Secretary/ Headteacher	All parents/carers visitors feel more welcome.
Improving access to the curriculum					
	Targets	Actions	Timescale	Responsibility	Outcomes
	1. Continue to increase confidence of staff in providing additional support for children in school	Areas for CPD developed Training for TA's for phonics.	By July 2016	SLT	Raised confidence of staff when teaching children with specific needs.
	2. Ensure all staff are aware of disabled children's curriculum access requirements when they join the school	a) Set up system of individual access plans for disabled children. b) Set up system for information sharing with appropriate staff	Reassess as new children join the school	SENCO	All staff aware of individual pupils' access needs.
	3.Children with English as an additional language have support to develop English skills to enable them to access the curriculum.	Dual language books available Small group language support to meet needs of individual children	On-going	SLT	All children develop secure English language skills
Improving access to the curriculum					
	Targets	Actions	Timescale	Responsibility	Outcomes
	1. Review information provided to parents/carers to ensure it is accessible. Use of translations for letters	a) Ask parents/carers about access needs when child is admitted to school b) Produce newsletter in alternative formats	Annually	Administration	All parents getting information in format that they can access