



ASKAM VILLAGE SCHOOL

ACCESSIBILITY PLAN

2017 – 2020

APPROVED BY ¹:

Name:

Position:

Signed:

Date:

Review Date ²:

¹The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

²This document should be reviewed every 3 years

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1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school/setting must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school/setting to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school/setting could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of

SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school/setting.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on schools/settings and Local Authorities are the same as the duties in the previous DDA. Schools/settings are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In Askam Village School/Setting, we have a commitment to equal opportunities for all members of the school/setting community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school/setting curriculum;
- improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school/setting to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's/setting's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school/setting will address the priorities identified in the plan

Compliance with the disability duty under the Equality Act is consistent with the school's/setting's aims and Single Equality Scheme, and the operation of the school's/settings SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We strive to ensure that the culture and ethos of the school/setting are such that, whatever the abilities and needs of members of the school/setting community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school/setting community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a pupil's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

6. CONTEXTUAL INFORMATION

Askam Village School is a Primary School (Foundation School) offering a broad and balanced education for boys and girls aged 3 -11 who live in Askam/Ireleth and surrounding areas. There are currently 163 including 16 nursery aged children on roll. Most children transfer to the local secondary school Dowdales which is situated in Dalton-in-Furness.

Askam is a rural community with mainly white British residents. There are a wide range of abilities of children in the school including some children with education healthcare plans and others who receive additional support through targeted interventions and/or through a medical healthcare plan.

Askam Village School comprises of one main building and an additional separate building for nursery. There is a classroom for each year group and an art room, library, music room, hall and offices. There are also 3 withdrawal rooms and a breakfast/after-school club room all downstairs. Upstairs there is the Head's office, staff room and staff toilets. There are disabled adult and child toilets downstairs (including shower room). The school has a good sized playground covered mainly in soft surface and a climbing frame and amphitheatre as well as space to play ball games. We also have a field, accessed by a ramp which can only be used during summer months due to water logging.

Askam Village School is part of Furness Primary Collaborative, a local group of 18 schools working together to improve outcomes across all the schools. We work closely with other agencies including children's services and health professionals.

7. DEVELOPMENT

7.1 The Purpose and Direction of the School's Plan: Vision and Values

Vision - The best for every pupil; commitment to every pupil; inspiration for all.

The school mission

- To provide the highest quality of education, and for all pupils to be challenged and motivated to achieve their highest standards in all aspects of learning, and personal/social development.
- To enable pupils to maximise their potential and to provide the opportunity to develop into a well rounded individual.
- To provide good role models which equip children with the skills needed to become good citizens and positive members of the school and wider communities.
- To develop and encourage skills required to become independent thinkers.
- To behave in a way that is respectful towards others and be responsible for their own behaviour, respecting the right of others to learn.

Our School/Setting:

- *has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;*
- *is committed to identifying and then removing barriers to disabled students in all aspects of school life;*
- *values the individual and the contribution they make to all aspects of school life;*
- *will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;*
- *acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;*
- *will continue to focus on removing barriers in every area of the life of the school;*
- *is committed to embracing equal opportunities for all members of the school community.*

7.2 Information from Pupil Data and School Audit

There are 7 single aged classes, currently taught separately in the mornings and with some classes combined in the afternoons. A nursery class operates in the morning and children accessing 30 hours funded childcare work with reception aged children in the afternoons. This is accurate at the time of writing but is reviewed each year taking into account numbers on roll in each year group.

Key starting points for the plan:

The school has an annual improvement plan where consideration of pupil needs are taken into account as well as the wider community.

Current pupils on roll at the time of writing can be seen below;

Year	N1	N2	R	1	2	3	4	5	6	Total
Girls	0 0%	10 62.5%	7 38.89%	12 60.0%	6 30.0%	12 50.0%	13 59.09%	12 50.0%	9 47.37%	81 49.69%
Boys	0 0%	6 37.5%	11 61.11%	8 40.0%	14 70.0%	12 50.0%	9 40.91%	12 50.0%	10 52.63%	82 50.31%
Pupil Premium	0 0%	0 0.0%	0 0.0%	1 5.0%	0 0.0%	4 16.67%	3 13.64%	1 4.17%	1 5.26%	10 6.13%
Total number of students in year group	0	16	18	20	20	24	22	24	19	163

SEN ALL	EHCP	HEARING IMPAIRED	PHYSICAL MOBILITY	VISUAL IMPAIRMENT	ASPERGERS SYNDROME	ADHD	AUTISTIC SPECTRUM DISORDERS	EPILEPTIC
20	2	1	4	0	3	2*	0*	1

When planning we take into account the needs of future intake and work closely with specialist advisory teachers and health visitors in particular when planning for new intake.

Staff continued professional development, including whole staff INSET addresses staff awareness across the different areas of need.

Audits of the needs and provision of disabled pupils takes place. They are able to take part in the full-life of the school. Support is allocated according to need. The school is accessible to all the children and staff

who attend Askam School currently. There is a second floor where the staff room, Headteacher's office and staff toilets are so this would not be accessible currently but children do not use the upstairs. From time to time the Headteacher would meet parents with a disability/pram in a separate room on the ground floor.

- Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.
- **XX** No. students with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- improve the information dissemination from our Learning Support facility;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school/setting community.

7.3 Views of those Consulted during the development of the Plan

Askam Village School will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;
- consult the full governing body/SEND governor/relevant sub-committee;
- consult staff including specifically SENCo, heads of year/departments, safety committee;
- set up a structure to allow the views of students, both able and disabled to be taken into account;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

8. SCOPE OF THE PLAN

8.1 Increasing the extent to which disabled pupils can participate in the school/setting curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

We plan to 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 the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school/setting such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the

provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school/setting will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

All staff who work with disabled pupils will receive appropriate and timely training. They will be guided by the SENCO and outside agencies (where they are involved). Sometime whole staff training may be appropriate.

Governors identify action in the school/setting access plan to enhance teaching and learning opportunities for all those in the school/setting community with disabilities. These may include:

- *consideration of whole-school/setting ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges;*
- *how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;*
- *identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;*
- *deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;*
- *consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;*
- *description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;*
- *consideration of the school response to pupils through the application of the SEND Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;*
- *consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted;*
- *identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc. has been identified and supported;*
- *identifying pupil peer support mechanisms and the ways that the school/setting has ensured pupils have a voice in decisions that affect them;*
- *taking action to ensure that disabled members of the school/setting community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;*
- *ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;*
- *enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities.*

8.2 Improving the physical environment of the school/setting to increase the extent to which disabled pupils can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The school/setting 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. This is required regardless of whether the school/setting has pupils or visitors with disabilities and is preparation for a situation when they do.

The Premises, Personnel and Finance Committee of the Governing Body regularly reviews the condition of the building in conjunction with LA'S Conditions Survey (next report to be published autumn 2017).

Physical aids to access education are provided where it is deemed they would benefit a pupil, funding is secured through the LA (where this qualifies), through liaison with health professionals and through the school's SEND budget allocation.

The Governing body consider and record reflection upon all areas of the physical environment such as:

- *Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.*
- *Changes outside of the school/setting building e.g. provision of disabled parking etc.*
- *Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.*
- *Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.*
- *Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.*
- *Improvements of storage implications for wheelchairs and other mobility devises.*
- *Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on schools funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.*

8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

We will strive to:

- produce all school/setting literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school/setting plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school/setting and school events. The information should be made available in various preferred formats within a reasonable time frame. The school/setting will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The Governors decide how this is to be achieved, perhaps by:

- *Informing readers that school/setting published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.*
- *Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school/setting meetings etc.*
- *Identifying how they have considered the readability of information including that provided by the school/setting website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.*
- *Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil needs.*
- *Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.*

8.4 Financial Planning and Control

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School/Setting Accessibility Plan as part of the normal budget review process. The objective is that over time School/Setting Accessibility Plan actions will be integrated into the School/Setting Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

Askam Village School Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit, we shall:

- *produce action plans, with definite time scales for the implementation of the actions implicit in the plan;*
- *plans to provides workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;*
- *present the plan to the governing body for their approval;*
- *modify the plan based on the views of stakeholders;*
- *review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.*

9.2 Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Governors will comment in their annual report to parents on the accessibility plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:

- *success in meeting identified targets;*
- *changes in physical accessibility of school/setting buildings;*
- *questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's/setting's ability to promote access to educational opportunities for pupils with disabilities;*
- *improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;*
- *recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school/setting;*
- *recorded evidence that fewer pupils are being excluded from school/setting opportunities as their needs are being more effectively addressed through the application of strategies and procedures;*
- *increased levels of achievement for pupils with disabilities;*
- *pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;*
- *Ofsted inspections that identify higher levels of educational inclusion.*

9.3 The role of the LA in increasing accessibility

Governors will comment in their report to parents on the impact the LA has had upon supporting the school to achieve successful implementation of their accessibility plan (where relevant). This may include identifying how the LA has:

- *provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. uptake of Dyslexia Friendly*

status, Inclusion Quality Mark, attendance on courses, use and adaptation of LA provided information, etc.;

- *promoted collaboration through the provision of information aimed at sharing good practice;*
- *encouraged liaison between special and mainstream schools to share expertise and pupil placement;*
- *ensured that schools/settings are aware of support services that provide advice to schools/settings and staff;*
- *provided specialist help to identify ways forward in increasing the inclusion of all pupils;*
- *linked building adaptations to refurbishment and capital building works;*
- *informed schools/settings how information can be provided in a number of different formats.*

9.4 Accessing the School's Plan

- *Plans could be made to investigate symbol software to support learners with reading difficulties.*
- *Raising awareness of font size and page layouts will support pupils with visual impairments.*
- *Auditing the school library to ensure the availability of large font and easy read texts will improve access.*
- *Auditing signage around the school/setting to ensure that is accessible to all is a valuable exercise.*
- *Auditing the use of, and methods of displaying materials around the school/setting.*

This will be done through:

- *presentation in a section on the school/setting website open to all visitors to the site;*
- *mention in the head teacher's newsletter of the availability of the plan;*
- *open evening/parents' forum with this as a theme.*

We will ensure that the plan is available in different formats where requested.

The school/setting will achieve successful implementation of the accessibility plan with continued support in the areas of:

- *providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;*
- *providing targeted training for particular groups of pupils/staff;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *encouraging liaison between other local schools/settings including special schools;*
- *seeking support/advice from outside the school/setting, from services, other agencies and organisations;*
- *ensuring that the school/setting is aware of all support services that provide advice to schools/settings and staff.*

10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme/Objectives
- Health & Safety
- Special Educational Needs and Disabilities
- Educational Visits
- Whole School Behaviour
- School Development Plan
- Asset Management Plan
- Complaints Procedures

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ASKAM VILLAGE SCHOOL/SETTING ACCESSIBILITY PLAN 2017 - 2020
IMPROVING THE CURRICULUM ACCESS AT ASKAM VILLAGE SCHOOL

Target	Strategy	Outcome	Timeframe	Achievement
Revised training for all staff in teaching children with a hearing impairment.	Hearing Impaired Service to lead training - general understanding of the needs of a hearing impaired child.	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	Summer 2017	Hearing impaired child is successfully included in all aspects of school life.
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Spring 2018	Children with ASD are successfully included in all aspects of school life.
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access	2018-2019	Society will benefit by a more inclusive school and social environment
Review TA deployment	In looking at staffing structure and support provision ensure children are supported at appropriate times.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed Annually	Children who need individual adult support to participate in some activities have access to this support.

ASKAM SCHOOL/SETTING ACCESSIBILITY PLAN 2017 - 2020
IMPROVING THE PHYSICAL ACCESS AT ASKAM SCHOOL/SETTING

Askam Village School are awaiting a report from the LA at the time of writing this plan (Autumn 2017)

An Access Audit was carried out by _____ in _____ and a number of recommendations made:

AAM or AA Report Ref.	Item	Activity	Timescale	Cost £	Responsibility
	Disabled parking bay(s) and signs	Needed by school office for access by parents of children with disabilities and parents who have disabilities	2018-2019		
	Accessible toilet	To provide one unisex accessible toilet near the entrance (currently cleaning cupboard).	Summer 2018		

ASKAM VILLAGE SCHOOL ACCESSIBILITY PLAN 2017 - 2020
IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT ASKAM VILLAGE SCHOOL

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Summer 2018	Delivery of school information to parents and the local community improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	January 2018	Parental opinion is surveyed and action taken appropriately.
The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	Summer 2018	The school is able to move forward with electronic reporting to parents.