

**St John's C of E Infant School**  
**Accessibility Plan 2014 – 17**

<b>Increasing Access for Disabled Pupils to the Curriculum</b>				
<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Outcomes</b>
<b>A.1:</b> Develop the range of resources that are accessible for pupils	Subject Leaders to review resources in their curriculum areas. Staff meeting to audit SEN resources	Resources suitable for specific special needs  All SEN resources	Summer 2015  Summer Term 2015	Resources are suitable for SEN children and also available for other children. New resources purchased if necessary
<b>A.2:</b> Teachers to develop their knowledge of different teaching and learning styles	Identify suitable professional development opportunities within the CPD programme for all staff	Diocese/Babcock/Confederation Training Programmes  Any other relevant courses/conferences	Whenever courses become available	Teachers use a greater range of strategies to enable pupils with a range of learning styles to access the curriculum.  Higher attainment for pupils with SEN/disabilities

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<b>A.3:</b> Disability equality issues are incorporated into Citizenship curriculum.	Ensure Disability equality issues are discussed during, ie, Circle Time.	'Circle Time' by Jenny Mosely  PSHE Book	Termly planning	Pupils have greater understanding of disability issues.
<b>Comments</b>				
<p><b>A.1</b> This school plans to increase the range of accessible resources it has in stock. This will be done by ensuring that when new items are purchased the needs of present/future pupils are taken into account.</p> <p><b>A.2</b> The staff in this school are interested to learn more about different teaching and learning styles. These will help all pupils – but especially current and future pupils with disabilities and/or SEN.</p> <p><b>A.3</b> This school would like all pupils to learn about disability as part of Citizenship. Pupils can explore common stereotypes of disabled people and learn about changing attitudes.</p>				

**St John's C of E Infant School**  
**Accessibility Plan 2014 – 2017**

<b>Improving Access to the Physical Environment of the School</b>				
<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Outcomes</b>
<b>B.1</b>				
<b>B.2:</b> Provide access into, around and out of the school.	a) Undertake access audit of school  b) Develop programme of ramping to provide access out of classrooms	Install new doors to provide for wheelchair access to front entrance of the school and the hall  Ramps	(Summer Term 2010 new doors and ramp allowed wheelchair access into school)  Summer Term 2015	Pupils, staff and visitors with wheelchairs can access the school.  Easier access out of the classroom into the outdoor learning environment and easier access back
<b>B.3</b>				

<b>Improving Access to the Physical Environment of the School</b>				
<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Outcomes</b>
<b>B.4:</b> Complete internal and external decoration using differentiated colour scheme to aid movement of visually impaired children	Confirm that colour schemes chosen are appropriate for pupils with visual impairments	Appropriately coloured decorating materials	When visually impaired pupil/adult joins the school	Visually impaired pupils, staff and visitors are able to navigate easily around the school
<b>Comments</b>				
<p><b>B.1</b> This school currently has no pupils with a hearing impairment.</p> <p><b>B.2</b> This school currently has one pupil with a physical impairment. Before the child started at the school an occupational therapist visited the school to see if any of the school needed adapting. Minimal adaptations were put into place.</p> <p><b>B.3</b> As above</p> <p><b>B.4</b> This school does not currently have any pupils with a visual impairment. However the school will ensure that appropriate colour schemes are used the next time we decorate to make the building more accessible to any future visually impaired pupils.</p>				

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<b>Improving the Delivery of Written Information to Disabled Pupils</b>				
<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Outcomes</b>
<p><b>C.1:</b> Make information more accessible to pupils and parents with disabilities. (Ensure information is available in different formats).</p>	<p>Use LA recommendations to develop plans to make information more accessible.</p>	<p>LA guide to making information more accessible (available Summer '04)</p>	<p>When disabled pupil, parent or member of staff joins the school</p>	<p>Pupils/parents with disabilities have greater access to information.</p> <p>The school is able to respond quickly to requests for information in alternative formats.</p>
<b>Comments</b>				
<p><b>C.1</b>  This school currently has one pupil with a disability.</p> <p>This school will begin by ensuring that the information needs of existing pupils are being met. It will then go on to consider what it would need in order to respond to future disabled pupils. The school will also remember to consider the needs of parents – some of whom might need to receive information in alternative formats (e.g. Braille, large print, audio tape, sign language).</p>				