

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short term	Maximise access of environment with low cost adaptations	Environmental audit <ul style="list-style-type: none"> • Clear pathways • Direct routes • Acoustics • Visual access • Visible signs around all doors 	Good practice in accommodating needs of pupils with physical disabilities, hearing impairment, visual impairment.	Summer term 2018	
		Make achievable adjustments to maximise physical access, improve acoustics and maximise visual clues. Discussions with PCC about sharing a security light for the alleyway.			Means of escape signs/ arrows have been put up in main areas of building Security light in place at entrance to car park.
Medium term	Incorporation of appropriate colour schemes when refurbishing to benefit possible pupils with visual impairment.	As building maintenance work includes decoration (see priority plan) seek advice.	Increased access for visually impaired pupils to some areas of school.	Over next 3 years.	Decoration in main corridor done with consideration for VI difficulties.
	Ensure appropriate carpets and blinds are used to reduce background noise for hearing impaired children.	As above	Increased access for hearing impaired pupils to some areas of school.	Over next 3 years.	Achieved through refurbishment. Review each decorating period.
Long term	Improve external steps (tactile paving, contrast to nosings, dimensions) Improve disabled WC layout/facilities Review entrance lobbies (use, surface)	Planned use of DFC and delegated resources in line with LA accessibility strategy.	Access to all areas of school improved.	Over next 5 years 2017 - 2022	Reception porch completed as targeted.

Church Walk C.E. Primary School Accessibility Plan 2017-2018
Improving the physical environment

	To review regularly and at least annually as part of SIP, all areas of the school in order to ensure there are no physical barriers to access for pupils with a range of disabilities.	To measure progress against original environment audit.	Full physical access to the school and curriculum is achieved.		Need to consider access to field for wheelchair users. 2017 onwards
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Increase the extent to which disabled pupils can participate in the Curriculum.					
Short term	<p>Raised awareness of the curriculum needs of pupils with</p> <ul style="list-style-type: none"> • ASD • Behaviour • Social and emotional difficulties <p>For whole staff</p>	<p>Programme of INSET at whole school staff meetings.</p> <p>Class review sessions identify appropriate progress for children with additional needs. Team-teach training accessed for at least two members of staff.</p>	<p>All staff are aware of the range of needs in any particular group of children.</p> <p>Children with additional needs make appropriate progress in their learning.</p>	<p>Programme of INSET developed for each academic year</p> <p>Class reviews ongoing</p>	<p>All staff have completed Team Teach training on a rolling programme</p> <p>Risk assess need for whole school training each year.</p>
Medium term	<p>Raised awareness of the curriculum needs of pupils with</p> <ul style="list-style-type: none"> • Language and communication disorders • Severe learning difficulties • Physical disability • Hearing impairment • Visual impairment <p>For whole staff</p>	As above			<p>Ongoing training need.</p> <p>Need to consider how to raise issues with parents</p>
	<p>Clarification of support role of school staff in meeting needs of pupils with speech and language difficulties. (In addition we will look at phonemic development)</p>	<p>Work with SATs on advice, to agree role. Determine intervention programmes available. Wave 2 Social Use of Language programme</p>	<p>Appropriate support for pupils with speech and language difficulties from school resources.</p>	ongoing	

	Training for teachers on differentiation by teaching and learning styles (Wave 1)	Audit skills and competencies of teaching staff, identify teachers to benefit from training in differentiation)	Teachers enabled to apply appropriate teaching styles and provide opportunities to accommodate a range of learning styles.	Ongoing	
	Accommodate toileting and care needs of incontinent pupils.	Audit the environment. Write guidance on the changing of pupils. Provide record system. Train staff in; Toilet training techniques Ways of meeting needs of pupils who are incontinent.	Sensitive procedures for efficient care of pupils who are incontinent/have accidents. Agreed procedures for sensitive changing of pupils.	Autumn 2017	Guidance and records in place
Long term	Training for teacher/s or TA's in specific training. (Reading intervention, dyslexia skills training and maths recovery already in place)	Application for accredited training course	Teacher/s or TA/s with specialist training qualifications.	2017 onwards	See training records

Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short term	Availability of written material in alternative formats (in alternative languages from September each year if requested)	Consultation with LA. Agreed formats e.g. font size Consult with parents on need.	Ability of school to ensure availability of material in alternative formats as required.	Immediately.	
	Improve signage around the school	Consult with visitors as to information needed.		Autumn 2017	Need to consider signage at front and side of school especially in terms of height, size and position.
Medium term	School to be able to produce large print transcriptions	School staff trained by SEN service.	School to produce large print materials as required for pupils and parents.	Ongoing	
Long term	School to be able to produce symbol materials.			As necessary	
	To maintain practice and review at least on an annual basis.		Information available for parents/carers in a variety of formats	Ongoing	