



COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

Accessibility Plan

A. Curriculum Accessibility

Standard	Available Resources	Activity	Recipients	Timescale and Cost	Success Criteria	Monitored by	Evaluation
1. Increase the extent to which disabled pupils could participate in the school's curriculum.	Learning resources .	Use of Pupil Profile provided by Pre-School Providers for early identification of children with disabilities.	Identified pupils.	As and when needed but within 6 weeks maximum of knowledge of admission	We are able to admit and meet the needs of pupils with disabilities.	Head, Governors, SENCO and all teaching members if required.	
2. Setting suitable learning challenges for all pupils.	Staff Development budget.	Use of Foundation Stage Profile and P scales to identify needs of children with disabilities.			We receive a judgement of good or better for SEN/AEN in future OFSTED inspection.	All teaching team members – monitored by Subject leaders, Head, SENCO and T& L leaders	
3. Providing for pupils' diverse learning needs.	ICT hardware and software budget.				Teachers and support staff are more confident and competent in meeting the needs of a wider range of pupils.		
4. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.		Staff training in a variety of needs.	Identified staff and Governors	As and when needed but within 6 weeks maximum of		All teaching team members – monitored by Subject leaders, Head, SENCO and T& L leaders	
		Behaviour management	Teaching assistants and				

		<p>training for support staff.</p> <p>Increased understanding of Inclusive ethos.</p> <p>Increased range of assessment techniques to cater for these pupils (Assessment for Learning & P levels)</p> <p>Increased provision for pupils' different learning styles i.e. visual, kinaesthetic, aural, allowing greater differentiation in teaching.</p> <p>.</p> <p>Teaching and support staffs to continue to attend INSET/training in order to better meet the needs of disabled pupils if required</p>	<p>Midday Supervisors</p> <p>Governing Body and Teaching Tea,</p> <p>Teaching staff</p> <p>Identified pupils.</p> <p>Identified pupils.</p>	<p>knowledge of admission</p> <p>Ongoing and reported in SEN annual report</p> <p>Monitored through all lesson observations</p> <p>CPD course attendance and evaluations to confirm impact</p>	<p>Fewer playground and classroom incidents.</p> <p>Governors have increased understanding of Inclusion.</p> <p>Broader and consistent use and range of teaching strategies used by teachers and TAs.</p> <p>Disabled pupils able to use ICT as aid to learning. Teaching tea to be trained in the best resources and programmes for specific needs.</p>	<p>All teaching team members – monitored by Subject leaders, Head, SENCO and T&L leader.</p> <p>All teaching team members – monitored by Subject leaders, Head, SENCO and T&L leader.</p> <p>Head and SENCO to identify and source when needed.</p>	
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B. Physical Accessibility

Standard	Available Resources	Activity	Recipients	Timescale and cost	Success Criteria	Monitored by	Evaluation
Improve the physical environment of the school, for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided by the school.	Devolved Capital Grant if needed Buildings Maintenance fund in Formula Budget. Funding from LEA! PTA contribution.	Future building plans to take account of needs of physically disabled pupils, wheelchair accessible toilet provided when new toilet block provided; provision of covered walkways between separate school buildings if thought to support. Improved Health & Safety procedures for disabled pupils and visitors e.g. fire alarm signal extended to new classrooms and hall; visual flashing fire signal as well as audio; revision of emergency evacuation procedures to be updated and shared.	Identified pupils. All users of school buildings.	As and when needed and within constraints of school budget	Improved accessibility for PD pupils and visitors.	Governing Body & Head	Health & Safety Risk assessment to be carried out periodically.
Provide improved teaching and learning environment for hearing impaired pupils.			Hearing-impaired pupils	Necessary equipment and resources to be purchased when required	Hearing impaired pupils make greater progress with learning and behaviour	Governing Body, Head & SENCO	Progress of hearing impaired pupils reviewed termly at Pupil Conference Meetings

C. Provision of Information

Standard	Available Resources	Activity	Recipients	Timescale and cost	Success Criteria	Monitored by	Evaluation
<p>Improve the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.</p>	<p>Advice and support from KCC Physical / Sensory Impaired Services</p> <p>Advice from bought-in services.</p>	<p>Find out about information re-formatting services e.g. Braille, large print, pictorial.</p> <p>Identify types of materials needed.</p>	<p>Pupils with disability</p>	<p>When needed. Training costs or enlist support from agencies and external services to support</p>	<p>Alternative formats available for those pupils who need them.</p> <p>Survey of pupils and parents to measure satisfaction with information provided.</p>	<p>Head & SENCO</p> <p>Governing Body</p>	