

High Ercall Primary School Disability Accessibility Plan 2017-18 Completed by SR . HASAS Gov Committee 18.10.17

	Target	Responsibility	Success Criteria	Time Frame
1a Development of the vision and values that inform the plan	<ul style="list-style-type: none"> Review with stakeholders SEN policy and procedure Working relationships with parents and other agencies continue to be a priority 	S Roberts	<ul style="list-style-type: none"> All staff and stakeholders will be fully informed of the values within the SEN policy Parents will be well informed and involved through the leaflet and policy. Notify on newsletter 	Autumn term 2017
1b Information from pupil data and school audit	<ul style="list-style-type: none"> Continue to track individual pupil progress and plan intervention if necessary Ensure monitoring cycle has inclusion focus each term Ensure arrangements are made for ease of access to end of Key Stage/year assessments 	All teachers Senior Management team	<ul style="list-style-type: none"> Pupils with SEND make equivalent progress to their peers from their relative starting points. Where progress is less evident in the data, it will be evident in learning and progress in provision map targets. All pupils will be able to access summative tests, as relevant 	Termly data tracking. Half termly pupil progress meetings
1c Views of those consulted during the development of the plan	<ul style="list-style-type: none"> Ongoing involvement of parents on a termly basis of those pupils with SEN Involve other stakeholders including Governors and children. 	Health and Safety committee	<ul style="list-style-type: none"> Parent views sought following individual meetings Stakeholders involved in school development planning 	Autumn 2017 – parent meetings Summer 2018 - SDP

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2a Increasing the extent to which disabled pupils can participate in the school curriculum	<ul style="list-style-type: none"> • Maintain and develop training for Teachers and Teaching Assistant's on effective differentiation to meet all pupils needs in order to access the National Curriculum • Adapt medium and short term plans when necessary to ensure children can access the full curriculum e.g. Arthog visit • Develop awareness of disability through focus in the curriculum, positive role models • Monitor participation in curricular and extra curricular activities, including before and after school provision. • Assess physical needs of children and provide necessary resources • Risk assessments reviewed and modified as necessary 	<p>Head teacher / SEN Coordinator</p> <p>HASAS</p> <p>Governor Committee</p>	<ul style="list-style-type: none"> • All children will have access to full National curriculum • Performance management in place for all staff to ensure training meets the needs of staff and pupils. • All children will have access to extra-curricular activities. • Risk assessments are all written and in place for activities and specific children as needed. • Information about specific children and their care needs will be shared to ensure continuity of care. 	<p>Performance management – termly</p> <p>Risk assessments – evaluated termly by HASAS committee</p>

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	<ul style="list-style-type: none"> • Ensure transition from class to class, school to school is smooth 			
<p>2b Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:</p>	<ul style="list-style-type: none"> • Ensure new developments in the outside learning environment are accessible to all children • Ensure modifications to the interior of either building take into account the needs of all learners and are accessible for all current and future pupils. 	<p>Core Cttee HASAS Cttee</p>	<ul style="list-style-type: none"> • The building will be accessible to all pupils. • All children will be able to access education and extra-curricular activities. 	<p>Aut 17</p>
<p>2c Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:</p>	<ul style="list-style-type: none"> • Access relevant support services, when necessary, to produce school documentation in required format e.g. Large print/Braille • Consider needs of all pupils when planning lessons 	<p>Head / SENCO</p>	<ul style="list-style-type: none"> • The school will have contacts to relevant support agencies to use as appropriate 	<p>On Going</p>

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3a Management, coordination and implementation	<ul style="list-style-type: none"> • Planning delegated to the Health and Safety committee • Governors have role in monitoring effectiveness • Advice and guidance sought when needed from external agencies 	HASAS cttee Head	<ul style="list-style-type: none"> • The plan is managed and coordinated effectively 	Autumn 17
3b Getting hold of the school's plan	<ul style="list-style-type: none"> • Share plan with staff and governors, and with parents on the website • Inform parents of existence in school prospectus-available on request and website • Make available on demand in different formats e.g. school website, audio format (if requested) 	HASAS cttee Head	<ul style="list-style-type: none"> • Plan checked for jargon / type face / ease of reading • Prospectus updated • Availability on school website 	Autumn 17

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<p>2017-18</p> <p>Element 1 :Promoting equality of opportunity between disabled people and other people;</p> <p>Element 2 : Eliminating discrimination that is unlawful under the DDA;</p> <p>Element 3: Eliminating harassment of disabled people that is related to their disability;</p> <p>Element 4: Promoting positive attitudes towards disabled people;</p> <p>Element 5 Encouraging participation in public life by disabled people;</p> <p>Element 6 Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.</p>	<p>Headteacher / Governors</p>	<p>Autumn 17 / Ongoing</p>	<p>E1 Our recruitment process encourages all to apply for jobs. There is no discrimination. Admissions into school enables equal opportunities for all.</p> <p>E2 Processes and procedures are in line with the law</p> <p>E3 There are no incidents of harassment related to disability</p> <p>E4 SMSC Monitoring shows that pupils and adults at school have positive attitudes towards adults and children with disabilities of any kind. There is no discrimination evident.</p> <p>E 5 Disabled children and adults take on roles and responsibilities in school; there is equal access for all.</p> <p>E5 Pupils with disabilities will have their needs met. This will be evident in Individual Provision Maps or Care Plans.</p>	
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