



Ravensbury Community School

Disability Accessibility Action Plan
2015-2019

Review date: January 2019

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To liaise with Nursery providers to review potential intake for Sept 16	To identify pupils who may need additional to or different from provision for Sept 16 Intake	Sept 2016	HT EYFS teacher	
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing throughout 2015/2016	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel. Ensure all pupils have Health Care plans which are reviewed regularly.	Ongoing throughout 2015-2016	HT TAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all	Outside Play visits; Employment of specialist advisory teachers; CPD for	Ongoing	Teachers	Advice taken and strategies evident in

	children.	staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 		SENCO Ed Psych	classroom practice. ASD children supported and accessing curriculum.
MEDIUM TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of additional needs pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards IEP targets Provision mapping shows clear steps and progress made

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	To evaluate and review the above short and long term targets annually	See above	Annually	SMT, Core curriculum co-ordinators Governors	All children making good progress.
	To deliver findings to the Governing Body	Resource and Curriculum Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment	The school will take account the needs of pupils, staff 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, and colour schemes, and more accessible facilities and fittings. School will make reasonable adjustments to ensure all pupils have access to the primary curriculum.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and communal areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of IEP process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

		ensure they are met in all events.			
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher SBM Occupational health	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for to drop off & collect disabled children • Arrange interpreters from the RNID to communicate with deaf parents • Offer a telephone call to explain letters home for some parents who need this. • Adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To improve community links	School to continue to have strong links with schools in Manchester Local Authority and the wider community.	Ongoing	SMT All staff	Improved awareness of disabilities/the wider community of Manchester and the world and their needs Improved community cohesion
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Develop playgrounds and facilities.	Look at activities that support pupils with a disability to engage them during lunchtimes and playtimes		Whole school approach	Inclusive child-friendly play areas.
	To ensure roads and paths around school are as safe as possible.	Communication with parents via safety messages /letters Putting cones and signs out on the road to deter double sided parking on Ravensbury Street Purchasing of a school crossing patrol officer to ensure the children cross safety on Tartan Street	Ongoing	PSHE Co-ordinator SMT	No accidents

	To work towards accreditation of Enhanced Healthy Schools award	Work towards Healthy Schools and Eco schools targets	2015/2016	Healthy School Co-ordinator Eco Team Co-ordinator Whole school approach	Achievement of award
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Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Parent with a disability and in a wheelchair	Regular communication with parent Home visits made to support parents	Ongoing	Class teacher PSA SMT	Two way communication in place.
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> Investigate symbol 'inprint' software to support learners with reading difficulties. Raising awareness of font size, page layouts and page colour which 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 to ensure that is accessible to all is a valuable exercise. Emphasize on the school website that all documentation sent to parents is available in larger font 	On Request		

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM	To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> Records passed up to each class teacher. End of year; class teacher passes on information about class in class profile which identifies pupils who have additional needs. Healthcare plans are collected in and reviewed in consultation with parents. 	Annually	<p>Class teachers</p> <p>SNAs</p> <p>SENCO</p> <p>Outside agencies</p>	Each teacher/staff member aware of disabilities of children in their classes

		meetings <ul style="list-style-type: none"> • Annual reviews • IEP meetings • Medical forms updated annually for all children • Personal health plans 		SMT Office staff	
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary. (Records on Sims/ CPOMS network/ protected	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SBM	Effective communication of information about disabilities throughout school.