

**ULCOMBE CE PRIMARY SCHOOL  
ACCESSIBILITY PLAN  
September 2021**



Accessibility is an integral part of equality and inclusion and will form part of the ASPIRE Improvement Plan as required.

**DOCUMENT HISTORY:**

Written September 2017, Approved by Federation GB September 2017  
Reviewed September 2019, Approved by ASPIRE GB 19 November 2019  
Reviewed September 2021, Approved by ASPIRE GB 30 November 2021  
Review Bi-Annually

Ulcombe CE Primary School is part of the ASPIRE Federation consisting of Kingswood, Ulcombe CE, Platts Heath and Leeds & Broomfield CE primary Schools.

As a Church of England school this policy will be delivered through strong links made to our Christian values:

*“Unity and diversity in the body – one body, many members.” (Corinthians Ch 12 12-27)*

**HOPE      RESPECT      ENDURANCE      TRUST**

At Ulcombe Church of England Primary School endurance plays an important role in both our social learning and cultural ethos, where children aspire to be the best they can be. Diversity is the key to our curriculum and opportunities to progress and succeed both academically and as individuals are provided – many members working in unity with respect for each other. Hope is at the heart of our school community and is explicitly shown by both children and adults in our school, regardless of where the path of life leads them. Through God’s love and trust each individual learns the skills important for them but also adds value to the community as a whole.

We are Ulcombe Church of England Primary School and each one of us is a part of it!



Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Access to Curriculum</b></p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> <li>▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</li> <li>▪ Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need.</li> <li>▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</li> <li>▪ EHT and HoS’s termly learning walks/pupil voice</li> </ul>	<p>Ongoing</p>	<p>Teacher Day, September 2019 on Personalising Learning</p> <p>Staff meeting from SENCO</p>	<p>All staff</p> <p>EHT/HoS</p>	<p>SENCo through lesson observations and sampling lesson planning</p> <p>Leadership Team and Governors</p>

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Access to wider curriculum</b></p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> <li>Audit participation in extra-curricular activities and identify any barriers.</li> <li>Ensure school activities are accessible to all students.</li> <li>Investigate TA flexibility to cover extra curricular activities if needed.</li> <li>Join with federation schools for Aspire cup x 3 yrly.</li> <li>Seek advice from IDS re alternative accessible venues for residential trips. Inclusive of wheelchair users</li> </ul>	Ongoing	<p>Governors to identify contingency budget for TA cover for extra curricular activities if needed.</p> <p>Known residential centres to be spoken to as and when needed for specific cohorts</p>	<p>HoS</p> <p>Governors</p> <p>HoS</p>	<p>Leadership Team</p> <p>Governors</p>
<p><b>Impact Analysis</b></p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> <li>Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews.</li> <li>Consult pupils and staff on any proposed changes.</li> <li>Introduce new policies</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>	<p>Leadership Team and SENCo time to review policies.</p> <p>Development time for homework section of the website.</p>	<p>Leadership Team and SENCo</p>	<p>Governors</p>
<p><b>Premises</b></p> <p><b>Increase site access to meet diverse needs of pupils,</b></p>	<ul style="list-style-type: none"> <li>Review/ write personal evacuation plans.</li> <li>Identify accessible play equipment.</li> </ul>	<p>As and when needed</p> <p>As and when needed</p> <p>Annual</p>	<p>Write personal evacuation plans for any pupils joining the school that would need one</p>	<p>Site Manager</p> <p>HoS</p> <p>TAs training</p>	<p>Access and Inclusion Sub-group</p>

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<b>staff, parents and community users.</b>	<ul style="list-style-type: none"> <li>Improve signage of evacuation procedures, internet safety, fire drill etc</li> <li>Review new signage of room functions.</li> </ul>	Annual			
<b>Attitudes</b> To promote positive attitudes to disability	<ul style="list-style-type: none"> <li>Review PSHE Curriculum</li> <li>Review Assembly Programme: widen focus of Different/Same theme</li> <li>Involve local disability groups in assemblies and visits to school</li> <li>Regular items for newsletter highlighting achievements of pupils with disabilities</li> </ul>	Spring Term 20 Follow diocese planning.  As and when		EHT HoS	Leadership Team and Governors
Newsletters and Information <b>Availability of documents in alternative formats.</b>	<ul style="list-style-type: none"> <li>Large print and audio formats etc as required.</li> <li>Monitor uptake of documents in alternative formats</li> <li>Review accessibility of newsletter and letters for parents.</li> <li>Homework information available as information sheets in alternative formats as appropriate.</li> <li>Use of Communicate in Print software.</li> </ul>	As and when needed	.	Admin. Manager	HoS

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