



Accessibility Plan Policy

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Approved by:	Resources Committee
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At Phillimore Community Primary School, we are committed to providing a fully accessible environment that includes all pupils, staff, parents/carers and visitors regardless of physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging attitudes about disability and accessibility and we are developing a culture of awareness, tolerance and inclusion.

The school seeks to reduce physical barriers to access. The classrooms, group rooms, hall, dining room and offices are all on the ground floor, so are physically accessible to all children, staff and visitors to school. Doors at the main entrance are wide enough for wheelchair access and there is a purpose built and clearly marked toilet for the disabled.

Phillimore Community Primary School is committed to ensuring that all children have access to a broad and balanced curriculum that also includes the breakfast club, after school clubs, sporting and cultural activities and educational visits.

The following key issues have been identified:

- To ensure that school policies, prospectus and induction procedures reflect the strong inclusive ethos at Phillimore
- To ensure that the curriculum is adapted appropriately to meet the needs of all pupils
- To ensure that targeted interventions are in place to meet the academic, social and emotional needs of specific groups of learners so that all pupils make good progress
- To secure a creative curriculum that motivates and develops positive attitudes to learning for all children, regardless of ability/disability
- To develop systems that enable effective communication with all parents/carers, whatever their culture or language

Attached is the action plan relating to these key issues. This will be reviewed annually.

It is acknowledged that there will be a need for ongoing awareness amongst all staff, pupils and governors in the matter of disability discrimination.

The Accessibility Plan should be read in conjunction with the following documents:

- School Improvement Plan
- Special Educational Needs Policy
- Behaviour Policy
- Teaching and Learning Policy
- Policy for Children in Public Care
- Health and Safety Policy
- Inclusion Policy
- Equality Statement
- IR Memorandum of Understanding
- Hogwarts Memorandum of Understanding

The Accessibility Plan will be reviewed annually.

Accessibility Plan

Targets	Strategies	Outcome	Responsibility/ Monitoring	Time	Evaluation
School policies, prospectus and induction procedures reflect the strong inclusive ethos at Phillimore.	When reviewing and updating, continue to ensure all relevant policies, prospectus and induction procedures reference inclusion.	All children, staff and parents/carers support the school's strong inclusive ethos.	HT SLT Governors	Ongoing	
The curriculum is differentiated appropriately to meet the needs of all pupils.	Ensure that annotated short term planning for every class shows effective adaptations for GDS,, SEN, EAL, LAC etc, and that planned target work enables children to progress through adapted target 'steps' at an appropriate rate.	All children can access the curriculum at an appropriate level that maximises their progress.	SLT Subject leaders Teachers	Ongoing	
Interventions are in place to meet the learning needs of specific groups of children.	Deputy head teacher and SENCO to analyse pupil progress information and develop/ maintain a whole-school provision map in consultation with class teachers. Effective deployment of TAs	Early interventions address specific needs to further ensure that all children can access the curriculum at an appropriate level that maximises their progress.	Deputy head teacher SENCO	Ongoing (intervention PP Meetings take place every 10 weeks)	
Continue to provide nurture provision to meet the needs of individual children	Select children who would benefit from nurture provision Use the Boxall Profile to assess.	Carefully planned provision ensures that the selected children's learning and emotional needs are met.	Deputy Head teacher, SENCO, Nurture Provision TA	Ongoing	
Develop systems that enable effective communication with all parents/carers, whatever their culture or language.	Hold initial meetings with parents/carers of new pupils to find out background educational and personal information, including support from an interpreter as needed. Ensure PP information is given in a format to enable all parents / carers to understand it.	Ensures that relevant information is passed on to parents/carers of EAL pupils. Meetings with parents/carers of new pupils ensure that the needs of those pupils can be fully addressed at an early stage, to ensure maximum progress.	Safeguarding Liaison Officer HT Deputy Head teacher SENCO Governors	Ongoing	

A creative a vibrant curriculum that motivates and develops positive attitudes to learning for all children, regardless of ability/disability.	Continue to review curriculum provision with emphasis on a skills-based approach.	Curriculum is creative and exciting. It ensures that children of all needs and abilities can learn effectively and develop key skills.	HT DHT AHT SLT Creative Co-ordinator, curriculum subject leaders	Ongoing	
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