



POWELL CORDEROY SCHOOL

ACCESSIBILITY PLAN

Last reviewed: May 2017

Due for review: Summer 2020

Owner: Inclusion Leader

Reviewed by: Inclusion Governor

Review Status: 3 years

Target	Action	Person responsible	Timescale	Success criteria	Achieved
All staff, parents and pupils with either visual or hearing impairment have access to the school environment and can work and learn optimally	Audit of accessibility for VI and HI pupils and staff Accurate and updated list of VI and HI parents, staff and children to be circulated. Advice from specialist disability team sought Makaton to be taught	Inclusion Leader and Care committee	Ongoing - by July 2020 Makaton by January 2018	All staff, pupils and parents, as well as visitors to the school feel able to access all aspects of school life confidently and progress is in line with peers.	Makaton taught to all EYFS staff and Inclusion Leader
To maintain up to date knowledge & understanding of the needs of pupils with dyslexia for teachers & TAs	Audit of staff skills. Advice from STip (clinic) Rework spelling with English co-ordinator Staff training on dyslexia and monitor impact. Advice from SESDA Specialist support from trained TAs	Inclusion Leader	Ongoing yearly programme	Children with dyslexia style difficulties make expected or better progress in line with their peers.	
To create ASD friendly spaces in the school and ensure whole staff team	Advice from outreach ASD support ASD coffee mornings to support	Inclusion Leader	By March 2018	Children with ASD style difficulties	

understand and support ASD friendly practice.	taking the small pod as a model, create areas in the school for pupils with ASD who need time out/a space to work.			make expected or better progress in line with their peers. Parents and children with ASD feel welcomed and able to manage their learning appropriately.	
Disabled parents and visitors can access the school premises without assistance and all adaptations made to enable access to all areas of school life including playgrounds, plays, fetes.	Review accessibility with Bursar and Premises officer, including access to door intercom from street level. Seek advice on need for/placement of a disabled parking space/ramp.	Premises officer Head Teacher, Bursar, Inclusion Leader	Main entrance by 2018 Fully premises by 2020	Parents and visitors with a disability have full access to all the facilities and events.	
To ensure that disabled pupils' voices are heard and that disabled pupils are part of the school council and junior voice and pupil forum	Review with current children with a disability in the school to ensure fair representation on school council.	Head teacher Inclusion Leader ELSA Wellbeing committee	ongoing	Pupils are actively involved in clubs and their views are visibly included in school decisions	
To make every effort when employees become disabled to ensure that they stay in employment	Consult with OT Make adaptations where necessary	Head teacher HR OT	ongoing	Disabled staff member stays in employment	