

**FERNDOWN FIRST SCHOOL ACCESSIBILITY PLAN -
January 2015 to January 2019 : Improving the Curriculum Access**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To develop a CPD programme to ensure staff are knowledgeable in the needs of pupils with commonly found SEND and strategies to support them.	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset, staff sharing knowledge	All teachers fully meet the requirements of SEND children's needs with regards to accessing the curriculum Monitored through the school's systems including: performance management, tracking of vulnerable groups progress and lesson observations.	On-going programme of CPD	Increased access to an appropriate curriculum for all pupils Raised attainment of vulnerable groups.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Monitor attendance at clubs.	July 2015	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	November 2015	More time available for pupils to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access	July 2016	Society will benefit by a more inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff	Feb 2015 Sept 2015 Sept 2016 Sept 2017 Sept 2018	All pupils are supported to achieve their full potential

**FERNDOWN FIRST SCHOOL ACCESSIBILITY PLAN -
January 2015 to January 2019 : Improving the Physical Access**

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
Outside areas	<ul style="list-style-type: none"> ◦ To ensure that the car parking facilities support those with a disability. • To improve the surface area outside year 1 classrooms. 	<ul style="list-style-type: none"> ◦ Provide disabled parking as close to the gate as possible. ◦ Parents to register their need for disabled parking with the office. ◦ SMT on gate to monitor the use of parking spaces. ◦ Respond to monitoring and parental feedback about the use of the spaces through giving reminders in newsletters, and other communications. ◦ Write to anyone who regularly misuses the allocated parking spaces. • Area schedules for resurfacing. P. Hare to inform school of when the works is planned for. 	Spaces allocated Parents to register throughout the year as their needs change. On-going monitoring <ul style="list-style-type: none"> • TBA 	No physical changes needed. Cost in time for monitoring and responding to issues. <ul style="list-style-type: none"> • TBA
All areas	<ul style="list-style-type: none"> ◦ To improve signage across the interior and exterior of the school. 	<ul style="list-style-type: none"> ◦ Provide signage to indicate the different areas of school. ◦ Agree common terminology for different areas of the school, e.g. the gallery. ◦ To prove sign posts to different areas and zones within the school at strategic points and in the outside areas. ◦ Office to investigate cost of signage. 	<ul style="list-style-type: none"> ◦ July 2015 	<ul style="list-style-type: none"> • TBA
Main Entrance	<ul style="list-style-type: none"> ◦ To maintain accessibility to main entrance. 	Regularly service the main entrance automatic door. Display sign indicating the induction hearing loop.	On-going	<ul style="list-style-type: none"> • TBA

**FERNDOWN FIRST SCHOOL ACCESSIBILITY PLAN -
January 2015 to January 2019 : Improving the Delivery of Written Information**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Make available school brochures, school newsletters and other information for parents in alternative formats	The school will publish all the letters to classes on the website. All newsletters will also be published on the website. On request, the office will email individual parents letters in a format which can be translated.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours. All school information available for all through hard copy and website	January 2015	Delivery of information to disabled pupils and parents improved
When needs arise, review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	When necessary	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	Ensure strategies from SLCN twilights (summer 2014) are in place through school monitoring systems. Arrange further training on SLCN associated with ASD	Awareness of target group raised	By July 2015	School is more effective in meeting the needs of pupils.