

Buxton School Accessibility Plan 2014-2017

I. Improve communication with stakeholders

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short Term	To improve communication with disabled stakeholders where possible	To ensure school website is clear, simple and easy to use. To ensure stakeholders have better access to information	Increased number of visits to website. Increased variety of information available	Ongoing and under constant review	New website under development
	To ensure all stakeholders are able to access important information around school	Signage used supports requirements of individuals	Signs are uncomplicated, and unambiguous.	September 2017	Signs put in place two years ago will be obsolete re new building and are loud in the wind.
	To ensure information is presented in user friendly way	Presentation using different methods, to support individual needs Consult with parents and Buxton Voices to evaluate current practice	The school ensures that both in lessons and parents' meetings, information is presented in a user-friendly way, in plain English free of jargon	Ongoing Autumn 2015	
Medium Term	To ensure stakeholders aware of recent developments and guidelines with regard to Disability Information Service and Legislation	To increase levels of awareness amongst staff with responsibility for publication of information	Increased variety of information available	Autumn 2015	
	To ensure equal access to information for all	To ensure staff have appropriate training to deal with current needs	Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner/partial sighted.	Ongoing/as necessary with regard to individual pupil needs	INSET sessions have taken place and will continue to on a rolling programme

2. Improving access to the curriculum

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short Term	To continue to make the curriculum and extra-curricular activities accessible to all pupils.	<p>To ensure current curriculum plans are inclusive for all pupils</p> <p>To examine whether there is a need to extend the range of extra curricular activities and how these maybe supported by parents and carers</p>	<p>Adjustments made where required.</p> <p>Opportunities available for pupils with disabilities</p> <p>Parents and carers invited to support their child in extra curricular activities</p>	Currently under development for Autumn 2015	
	To ensure the school is dyslexic and SLCN friendly	<p>Children are identified. Reading overlays are provided. School adopts and implements dyslexic friendly resources and teaching aids. INSET provided.</p> <p>Parents and carers are supported.</p> <p>All children and parents given the opportunity to embark on Toe to Toe and other resources known to be effective</p>	<p>Dyslexic and SLCN children have inclusive access to curriculum and school environment. Staff access INSET Progress is made in learning. Parents and carers are kept informed.</p> <p>Wider range of teaching styles and support mechanisms used</p>	Spring 2016 (additional INSET)	

	To ensure all pupils have equal access to learning opportunities	Staff recognise and plan for the additional time and effort needed by some disabled pupils, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia, enlarged resources for visually impaired	Adjustments made and resources purchased where required Pupils are identified and assessed appropriately for access arrangements to support them to gain the best level they can achieve in public examinations Pupils have opportunities to practise using access arrangements (extra time, readers, scribes etc) in internal examinations prior to sitting the actual GCSEs	Ongoing (assessment by external assessor of Year 9 students each summer term and others as required)	
	To ensure individuals with disabilities can access physical activities	Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport	All individuals able to take part in some form of physical activity	Ongoing. Will require regular review as the building progresses.	
Medium Term	To plan and implement improvements and adaptations to the curriculum and extra curricular activities.	To ensure existing accommodation meets current needs of individuals To ensure TA support of pupils with disabilities meets all needs	Greater access for all Staffing structured to meet needs of individuals	Summer 2016	
Long Term	To review short and medium term targets in the light of new opportunities and legislation and new building	To review current curriculum arrangements and make changes where appropriate	Curriculum builds on previous experiences	Ongoing and at regular intervals as the building progresses	

3. Physical improvements to the environment

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short Term	To improve accessibility within the current constraints in the school building	Provide disabled parking spaces	Building compliant with legislation	When the new building is complete	Disabled parking spaces currently available
	To ensure access to learning for individuals with hearing/sight impairments and Autism	Monitoring of noise levels of equipment etc round school Monitoring of colour schemes used within classrooms Monitoring of position of visually impaired within school environment Staff awareness of issues within own learning areas	Steps are taken to reduce background noise for hearing impaired and autistic pupils by considering a room's acoustics, noisy equipment etc. & location for visually impaired	This will be problematic as the building progresses. To be regularly reviewed. September 2017	
	To ensure the school environment is a safe place for autistic children	H&S risk assessments undertaken Auditory and visual cues are appropriate	Children thrive and are safe in their environment Progression in learning occurs	Ongoing and at regular intervals throughout building period	
Medium Term to	To ensure the school is Communication in Print friendly	Visual timetables displayed in all teaching areas. Areas around school are clearly labelled and identified CIP individual reward systems in place CIP incorporated into learning styles of individual children	Disabled stakeholders are able to access their learning environment and the learning process	November 2016	
	To ensure purchase of future equipment considers needs of physically disabled stakeholders	Audit of current needs Disabled stakeholders able to fully access equipment Plan for new building	Furniture and equipment selected, adjusted and located appropriately, eg, height adjustable tables are available, low level sinks, work platforms	September 2017	

<p>Long Term</p>	<p>Ensure safety and access of stakeholders throughout various stages of new build</p> <p>New build is fully accessible to wheelchair using stakeholders</p> <p>To ensure school building is fully accessible to all stakeholders</p>	<p>Review at regular intervals the site with regard to access and safety</p> <p>Careful planning and thought around inclusion for new building</p>	<p>All stakeholders remain safe and can access the site/building</p> <p>Buxton School can admit students who use wheelchairs and building is accessible to staff with physical disabilities</p>	<p>Throughout building phase</p> <p>When new build complete September 2017</p>	
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