



Castlethorpe First School

Accessibility Plan January 2018

Vision Statement:

2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.'

Definition:

'A person has a disability if he or she has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day-to-day activities.'

Equality Act 2010

Aims:

- To ensure that all our pupils, including those with a disability or sensory impairment, have equal access to the curriculum.



Task	Actions	Timescale	Costs	Responsibility	Monitoring	Out comes
ACCESS TO THE CURRICULUM Identify any training needs. Reflect pupil needs in planning	Review use and allocation of additional adults.	Termly or more frequently if necessary	TA budget and supply budget	SENCO CLT	Termly planning meetings Learning walks Book scrutiny End of year outcomes PM reviews	TA and additional support staff are used effectively and may change to suit needs
SEND PAPERWORK Provision mapping Parent review meetings	Review of provision mapping Secure identification of need. Targeted support 'Assess-plan-do-review'	Annual		CLT	Half termly progress meetings SEN gov visit	
CLASSROOMS Dyslexia friendly	Visual time tables Work spaces Use of coloured overlays	Annual		CLT	Learning walks Pupil voice	
RESOURCES	Audit resources available. Consider additional resources	Ongoing to fulfil need		SENCO	Learning walks Pupil voice Book scrutiny Pupil progress meetings	
SCHOOL BUILDINGS	New interactive boards installed		Funding from FOCS	HT	Learning walks	Complete



	Consider updating of soft ware		£6000 over 2 years £300			
Attainment and data Continue to interrogate Base line and assessment data to ensure effective provision and attainment for all children	Termly staff meetings to interrogate data at a termly staff meeting	ongoing		All teachers	Reporting to governors Tracking data End of year outcomes Reports to gov's	
Continue embedding assessment strategies that target timely and well targeted teaching and interventions	Whole school emphasis on assessment for learning	ongoing		All teachers	Book scrutinises Repots to governors	

Monitoring and Review:

It is the responsibility of the head teacher and the governing body to monitor the effectiveness of this Accessibility plan by:

- Monitoring the progress of all children and comparing outcomes.



- Assess the impact of the plan through regular review of the action plan
- Making staff aware of training opportunities for staff.