

Patterdale C of E Primary School

Accessibility plan 2018-19

Priority Area	What needs to be done	By Whom?	By When?
Access audit	<ul style="list-style-type: none"> • Audit accessibility • Highlight areas of concern • Produce accessibility plan 	School Administrator Safeguarding committee	Annual
Ensure the school website is accessible to all	<ul style="list-style-type: none"> • Assess the site with particular account of parental needs • Assess the site for needs of the visually impaired • Agree on, and instigate appropriate improvements 	Head Teacher Web consultant	Autumn 18
Improve access for wheelchair users	<ul style="list-style-type: none"> • Assess front gates and improve accessibility • Assess the sloped access from the front gates • Signposting to reception for assistance • Assess lip in to front door 	Safeguarding committee	Autumn 2018
Ensure all children have full access to the whole curriculum	<ul style="list-style-type: none"> • Audit of children's needs • Audit resources and equipment • Budget allocation and funding to meet requirements 	Head Teacher and staff	Annual

Access to written information	<ul style="list-style-type: none"> • Plans could be made to investigate symbol software to support learners with reading difficulties. • Auditing the school library to ensure the availability of large font and easy read texts will improve access • Auditing signage around the school/setting to ensure that is accessible to all 	Head teacher and staff	Spring Term 2019

We will ensure that the plan is available in different formats where requested.

The school/setting will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools/settings including special schools;
- seeking support/advice from outside the school/setting, from services, other agencies and organisations;
- ensuring that the school/setting is aware of all support services that provide advice to schools/settings and staff.