

**TRELOWETH PRIMARY SCHOOL**  
**ACCESSIBILITY PLAN**

<b>ACCESSIBILITY PLAN 2017-2019</b>				
Targets	Strategies	Outcome	Time Frame	Goals Achieved
<b>SHORT TERM</b>				
Provide best practice approach to supporting children with hearing impairments	Training booked with Hearing Support Service for staff meeting. Referrals to audiology where required.	Staff will have a greater understanding of how to support children with hearing impairments effectively. Children causing a concern will have hearing checked.	Summer 2017	Delivery of training by Hearing Support Service.  Referrals made where necessary.
To improve communication for non-verbal children	Individualised visual timetables using objects of reference and/or pictures. Introduction of PECS at a basic level. Use of Makaton to support individuals.	Children will be able to better communicate their needs and wants with adults.	Summer Term 2017	Children will use the sign 'more' confidently. Children can 'ask' for an object by exchanging it for their picture.
To improve communication for children with communication needs (EAL / ASD)	Visual timetables in place. Use of Now and Next Boards for individual children. Visual support in hall / canteen for lunchtimes.	Children will be able to predict their day. Children will be able to access the dining hall more independently.	Summer Term 2017	Greater inclusion for children with communication needs.
Equality & Diversity scheme is in place and informs our work	Staff training Re: Equality & diversity Scheme. Policies are written & agreed by all stakeholders. Community consultation is integral to the scheme. Teachers plan inclusive lessons and are sensitive to individual needs and requirements. Every Child Matters principles are integral to planning.	Treloweth is an inclusive school and fully aware of its statutory duties. Schemes of work in place and ongoing. Teaching methods activities and visits are inclusive to all. Materials/resources are diverse & in-line with 'equality & diversity' scheme to promote positive images and inclusivity. Children are consulted as to what they already know & what they wish to find out.	Ongoing	Improved understanding and improved Quality Teaching & Learning.
To improve access to learning for children with sensory needs	Training from ASD team to include Sensory Processing. Information from training to be passed to teachers.	Children with sensory processing needs will be able to access their learning more effectively. Staff and parents will have a greater understanding of	Summer Term 2017  Ongoing	Training from Andrew Mercer.  Referrals Made.  Lesson obs /

	Sensory breaks to be planned in for children as required. Workshop for parents to be held. Referrals to OT made for children requiring a sensory profile.	the impact of Sensory Processing needs.		drop-ins will evidence sensory breaks.
<b>MEDIUM TERM</b>				
Ensure that all staff planning off-site trips are aware of the Equality Act requirements	Staff training Support with writing risk assessments for day trips and residential trips where needed. Individual risk assessments completed where appropriate.	Staff are aware of the requirements. Effective risk assessments are written, including those for individual children.	Ongoing	Part of risk assessment procedures.
Create further opportunities for children with individual needs to have access to the outdoor play environment	Apply for funding grant to replace the outdoor trim trail. When replacing the equipment, choose items which ensure all children have access.	All children will be able to use the outdoor play equipment – large and small items.	Spring Term 2018	Total inclusion for physical activity.
<b>LONG TERM</b>				
Improve accessibility and use of the disabled toilets and changing facilities.	Audit of current provision for changing facilities. Consult with accessibilities team at County Hall. Install a power assisted changing bed and shower / wet room to support individual children with changing and self-care.	DDA costs approx £10,000 plus conversion of a room to a wet room. Costs tbc.	Summer Term 2019	Facilities for supporting self-care and changing of children are appropriate.