

## Charlwood Village School

### Accessibility Plan



#### Improve Access to the Curriculum

Target	Action	Resources	Time Scale	Success Criteria
<p><b>Indoor and outside areas organised so that all pupils can access learning irrespective of disability.</b></p>	<ul style="list-style-type: none"> <li>• To ensure that the classroom is clutter free and all areas are accessible.</li> <li>• To ensure that the playground and field are accessible for all learner to access.</li> </ul>	<p>Specific resources bought as need arises.</p>	<p>On-going but reviewed half-termly by class teacher before new topic begins.</p>	<p><i>All learners access the learning environment both inside and outside irrespective of disability.</i></p>
<p><b>To ensure all new staff receive training to support pupils with specific barriers to learning.</b></p>	<ul style="list-style-type: none"> <li>• SENCo to identify training needs of new staff and implement appropriate CPD.</li> <li>• SENCo to monitor provision for SEND pupils each term.</li> <li>• Termly SEND CPD with all staff.</li> <li>• SENCo to attend SENCo Borough Meetings and other relevant training.</li> </ul>	<p>SENCo time.  CPD as need arises.</p>	<p>Review each time a new member of staff starts at the school. September 2018 ~ new teacher</p>	<p><i>All school staff will be knowledgeable and effective in supporting pupils with particular barriers to learning.</i></p>
<p><b>To ensure that pupils with specific barriers to learning have the additional resources they need to access learning.</b></p>	<ul style="list-style-type: none"> <li>• Investigation of resource needs of pupils with specific barriers to learning by class teacher, teaching assistant and SENCo.</li> </ul>	<p>Resources purchased as needed.</p>	<p>On-going but by SENCo</p>	<p><i>Pupils with specific SEND needs will have the resources they need to support their learning.</i></p>

### To Improve the Access to the Physical Environment

Target	Action	Resources	Time Scale	Success Criteria
<b>To ensure that there is enough room for wheelchair access on the woodland walk</b>	<ul style="list-style-type: none"> <li>Eco Team to ensure that the Woodland Walk allows access for wheelchairs.</li> </ul>		July 2019	<i>That there is wheelchair access for pupils to go on the woodland walk.</i>
<b>Indoor and outside areas organised so that all pupils can access learning irrespective of disability.</b>	<ul style="list-style-type: none"> <li>To ensure that the classroom is clutter free and all areas are accessible.</li> <li>To ensure that the playground and field are accessible for all learner to access.</li> </ul>	Specific resources bought as need arises.	On-going but reviewed half-termly by class teacher before new topic begins.	<i>All learners access the learning environment both inside and outside irrespective of disability.</i>

### To Improve Access to Information

Target	Action	Resources	Time Scale	Success Criteria
<b>To ensure that the website is kept up to date and that it is easy to navigate</b>	<ul style="list-style-type: none"> <li>Headteacher to review information on website each term.</li> <li>Last teacher staff meeting at the end of each half term given for teachers to update their class pages.</li> <li>Dedicated time given at the end of each half-term for School Secretary to upload information</li> </ul>	Teacher meeting time  School Secretary dedicated time	On-going each half-term	<i>Parents and visitors will find the website easy to navigate and find the information they need.</i>
<b>To ensure that all communication to parents is jargon free.</b>	<ul style="list-style-type: none"> <li>Leadership Team to ensure that information is jargon free.</li> </ul>	Headteacher time	On-going for each letter	<i>That parents will understand all information is emailed or sent home to them.</i>

