



**PRESTON & WINGHAM PRIMARY SCHOOLS FEDERATION**

**APPROVAL & ADOPTION**

This policy was formally agreed and adopted by the Governing Body on:

19<sup>th</sup> May 2014

**Chair of Governors**

**UPDATE SCHEDULE**

Version	Date	Reason for Update
1		Existing policies of both schools reviewed as part of Federation review process.

## Accessibility Plan

<u>Child Disability/Need</u>	<u>Success Criteria</u>	<u>Action to be taken</u>	<u>Resources</u>	<u>Time</u>	<u>Person Responsible</u>
Complex Learning Needs	Child is able to participate in inclusive education appropriate for their needs.	<ul style="list-style-type: none"> <li>• Access information from previous educators/home/health etc</li> <li>• Is there a need to initiate a CAF?</li> <li>• Are additional assessments/tests etc required?</li> <li>• Does the child need additional staff support?</li> <li>• Staff to undertake appropriate CPD</li> <li>• Assess required alterations to premises</li> <li>• Are additional/specialist resources required?</li> <li>• On-going support for child/school/family</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Professional agencies</li> <li>• Financial costs</li> <li>• Specialist resources</li> <li>• LA personnel</li> <li>• Inclusion Leader time</li> <li>• CPD providers / time</li> </ul>	<ul style="list-style-type: none"> <li>• Dependant on individual child's needs</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Headteacher</li> <li>• Inclusion Leader</li> <li>• Governing Body</li> </ul>
Behaviour/ASD	Child is able to manage behaviour in school.	<ul style="list-style-type: none"> <li>• Access information from previous educators/home/health etc</li> <li>• Is there a need to initiate a CAF?</li> <li>• Are additional assessments/tests etc required?</li> <li>• Does the child need additional staff support?</li> <li>• Staff to undertake appropriate CPD</li> <li>• Assess required alterations to premises</li> <li>• Are additional/specialist resources required?</li> <li>• On-going support for</li> </ul>	<ul style="list-style-type: none"> <li>• Professional agencies</li> <li>• Financial costs</li> <li>• Specialist resources</li> <li>• LA personnel</li> <li>• Inclusion Leader time</li> <li>• CPD providers / time</li> </ul>	<ul style="list-style-type: none"> <li>• Dependant on individual child's needs</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Headteacher</li> <li>• Inclusion Leader</li> <li>• Governing Body</li> </ul>

		<ul style="list-style-type: none"> <li>child/school/family</li> </ul>			
Social/Emotional	Child is able to maintain meaningful friendships / relationships in school and interact with others.	<ul style="list-style-type: none"> <li>• Access information from previous educators/home/health etc</li> <li>• Is there a need to initiate a CAF?</li> <li>• Are additional assessments/tests etc required?</li> <li>• Does the child need additional staff support?</li> <li>• Staff to undertake appropriate CPD</li> <li>• Assess required alterations to premises</li> <li>• Are additional/specialist resources required?</li> <li>• On-going support for child/school/family</li> </ul>	<ul style="list-style-type: none"> <li>• Professional agencies</li> <li>• Financial costs</li> <li>• Specialist resources</li> <li>• LA personnel</li> <li>• Inclusion Leader time</li> <li>• CPD providers / time</li> </ul>	<ul style="list-style-type: none"> <li>• Dependant on individual child's needs</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Headteacher</li> <li>• Inclusion Leader</li> <li>• Governing Body</li> </ul>
Physical impairment	Child is able to access all areas of curriculum and makes expected academic progress.	<ul style="list-style-type: none"> <li>• Access information from previous educators/home/health etc</li> <li>• Is there a need to initiate a CAF?</li> <li>• Are additional assessments/tests etc required?</li> <li>• Does the child need additional staff support?</li> <li>• Staff to undertake appropriate CPD</li> <li>• Assess required alterations to premises</li> <li>• Are additional/specialist resources required?</li> <li>• On-going support for child/school/family</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Professional agencies</li> <li>• Financial costs</li> <li>• Specialist resources</li> <li>• LA personnel</li> <li>• Inclusion Leader time</li> <li>• CPD providers / time</li> </ul>	<ul style="list-style-type: none"> <li>• Dependant on individual child's needs</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Headteacher</li> <li>• Inclusion Leader</li> <li>• Governing Body</li> </ul>
Communication	Child is able to access all areas	<ul style="list-style-type: none"> <li>• Access information from previous</li> </ul>	<ul style="list-style-type: none"> <li>• Professional agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Dependant on individual child's</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Headteacher</li> </ul>

	of curriculum and makes expected academic progress.	educators/home/health etc <ul style="list-style-type: none"> <li>• Is there a need to initiate a CAF?</li> <li>• Are additional assessments/tests etc required?</li> <li>• Does the child need additional staff support?</li> <li>• Staff to undertake appropriate CPD</li> <li>• Assess required alterations to premises</li> <li>• Are additional/specialist resources required?</li> <li>• On-going support for child/school/family</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Financial costs</li> <li>• Specialist resources</li> <li>• LA personnel</li> <li>• Inclusion Leader time</li> <li>• CPD providers / time</li> </ul>	needs	<ul style="list-style-type: none"> <li>• Inclusion Leader</li> <li>• Governing Body</li> </ul>
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A personal action plan is developed for each child that relates specifically to their needs once a parent has formally requested a place at the school or once a need is identified for a child already attending the school.