

BLAKENEY SCHOOL ACCESSIBILITY PLAN

	Physical	Curricular	Communication
Short term	<ul style="list-style-type: none"> - Strategies for walking over small steps and lips near the door have been discussed and a clear route is available around the school. - range of play equipment available for different age ranges and needs. -TA support for moving from class to hall for lunch and back again -TA support during lunchtime <ul style="list-style-type: none"> - playground has been re-surfaced and levelled to ensure a less problematic surface - disabled toilet regularly checked for obstructions - wheelchair ramp in the playground enabling access to the school regularly checked for obstructions and that the sensory paint on the hand rails is in good condition -internal decoration has lightened entrance and corridors for better visibility 	<ul style="list-style-type: none"> -adapted pencils and pencil grips -sloping writing board -ergonomic grip cutlery and scissors as recommended by occupational therapy service -coloured overlays -variety of PE equipment in different sizes and textures -differentiated plans, using guidance from Occupational Therapists and other agencies etc -regularly review and monitor individual support requirements -access to ICT equipment and individual laptops as provided externally through 'Access to technology' -TA support for access to curriculum subjects, e.g. in PE and for understanding instructions, vocabulary and completing tasks -lessons taught with appreciation and awareness of differing learning styles and needs 	<ul style="list-style-type: none"> -instructions relayed and repeated to children by peers, teachers and TA's in class -objectives and tasks are written and verbally explained -letters and texts are sent home regularly informing parents of events in school, -parents can access the school and make queries on a daily basis via the school office -divorced/separated parents receive individual copies of newsletters/reports where appropriate -child friendly font used on letters and displays -visual images and sounds used to support learning and aid communication and understanding
Medium term	<ul style="list-style-type: none"> -continue to consider alternative ways of using the outdoor areas -continue to investigate and purchase new play equipment and equipment for use in class - monitor Personal Emergency Evacuation Plans for regular volunteers -help system to be installed in disabled toilet -paint edges to steps by the staff entrance 	<ul style="list-style-type: none"> - CPD on teaching and learning styles - investigate further ICT resources and practical equipment to aid access to the different curriculum subjects -continue to upgrade and investigate purchase of equipment for all curricular subjects , to tie in with learning styles etc 	<ul style="list-style-type: none"> - to become more of a Dyslexia Friendly School consider letters being sent home on light coloured paper and in appropriate font -parent booklets will be sent home with ideas for helping their child as well as agencies that may help -invitation given on website to explain newsletters etc to parents verbally -all newsletters etc to be put on the school website
Long term	<ul style="list-style-type: none"> - double gate to be installed in plantation to allow easier wheelchair access 	<ul style="list-style-type: none"> -continue to upgrade and purchase ICT equipment including software and hardware suitable for individual needs, where applicable -consult with Norfolk access to technology team as needed 	<ul style="list-style-type: none"> -involve parents in deciding what further information they wish to receive.

If a child with a specific disability enters the school then this plan will be reviewed, in light of their additional needs. Plan reviewed by Governors April 2016