

Offwell C of E Primary School Accessibility Action Plans have been devised in consultation with children, parents, staff and regular users of the school site. 20 responses were received. (Staff: 8. Parents: 6. Children: 6. Other users: 0.)

Our site presents significant challenges to accessibility, the school was opened in 1840, consists of 3 separate buildings on a site which has narrow access and several places where there are steps. Access to the site, including access to the main reception, is through narrow external passages. Once inside, access to the two older buildings is also challenging due to stepped access and narrow corridors.

At present the school has users with visual disabilities, but no other users have identified needs which require consideration of access.

At present the school has children with a number of disabilities. In one case the opportunity to discuss this strategy identified ways we could improve access for one child to the curriculum, this was completed before adoption of the strategy and action plans.

Increasing the extent to which disabled pupils can participate in the school curriculum				
	Target	Strategies	Timeframe	Impact
Short Term	Child/ren with Visual Impairment (VI) are able to identify team members in PE, Games and Lunch/Break times.	Use of bright coloured bibs at lunch and play time as well as in lessons.	Immediate and ongoing	Child with VI is better able to join in.
	Child/ren with VI are able to read work clearly because of colour discrimination	Child with VI uses pens/pencil which is not grey/black to increase colour discrimination.	Immediate and ongoing	Child with VI is better able to read their own writing quickly.
Medium Term	When a new child joins the school, their needs are met from day 1.	Pre-meeting with parents and child, class teacher and SENDCo. Clear communication with appropriate staff.	As necessary	All children's needs are identified prior to joining school, or asap, and met.
Long Term				

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services				
	Target	Strategies	Timeframe	Impact
Short Term	All staff working with identified children are fully aware of their needs and plan accordingly.	Annual dedicated transition discussions to 'hand over' key information. In-school strategies clearly share information in a timely manner.	Ongoing, especially at transition	Staff have a detailed, accurate knowledge of the needs, abilities and vulnerabilities of each child.
Medium Term	All children, including vulnerable children, are able to participate in residential experiences, school trips and visits.	Early discussions with parents/carers to identify wider needs and plan for these. Adaptations to experiences as appropriate.	Ongoing, within trip/visit /residential time frames	All children have access to trips, visits and residential appropriate to them and their needs.
Long Term	HT and Governors monitor school site regularly and make appropriate adaptations	Within Annual Cycle of work for Governors	Annual Ongoing	School site meets physical needs as far as is practicable and reasonable.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled				
	Target	Strategies	Timeframe	Impact
Short Term				
Medium Term	Staff are upskilled in areas of SEND, able to meet the needs of identified individuals.	Staff meetings take opportunities for planned HLC update briefings and CPD. HLC/PSP CPD is accessed by the most appropriate member of staff. CPD is fed back to all staff effectively. Other collaborative working opportunities to ensure staff needs are met and skills increased across the staff team.	ongoing	Staff are a highly skilled team who share best practice to ensure the needs of individuals are identified and met.

		Advisory teaching team, Devon/Babcock.		
Long Term				