



Heene Church of England (Aided) Primary School

School Accessibility Plan 2017 to 2020

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To be aware of the access needs of disabled children, staff, governors, visitors and parents, carers</p> <p>Ensure the school staff & governors are aware of access issues</p>	a) to create Access Plans for individual disabled children as part of the induction process	As required	SENDCO / Class teachers	Access Plans are in place for disabled pupils, and all staff are aware of pupils' needs.
	b) to ensure staff and governors can access areas of school used for meetings	On -going	Headteacher/Health and Safety Governor	All staff & governors are confident that their needs are met.
	c) Reminders to parents, carers through newsletter to let us know if they have problems with access to areas of school.	On-going -	Headteacher/Health and Safety Governor	Continuously monitored to ensure any new needs arising are met. Parents and visitors have full access to all areas of school.
Ensure everyone has access to reception area	a) ensure that nothing is preventing wheelchair access	Daily check to ensure the area in clear of obstructions	Site Supervisor / Health & Safety Committee/ Headteacher	Disabled parents / carers / visitors feel welcome.
	c) provision of appropriate seating	Ensure appropriate seating always available	Headteacher/DHT	Visitors can sit down if waiting for reception.

Maintain safe access for visually impaired people	Check condition of paint on step edges regularly Check exterior lighting is working on a regular basis	Summer 2017 On-going checks	Premises Officer/Health & Safety Committee	Visually impaired people feel safe in school grounds. Painted edges to be re-done as needed throughout the school year.
Ensure all disabled people can be safely evacuated	a)Ensure there is a personal emergency evacuation plan for all disabled pupils and adults. b)Ensure all staff are aware of their responsibilities in evacuation. c)If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps	As required As required On-going assessment	SENDCO Headteacher SENDCO/Headteacher	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from SST on appropriate equipment if this becomes necessary	As required	SENDCO	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	As required	SENDCO / Headteacher	Raised confidence of staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Set up a system of ILP's for disabled children when appropriate. Share information with all agencies involved with each child	As required	SENDCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	As required	Teachers/EVC / SENDCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include sport for disabled children	As required	SENDCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in curriculum reviews	On-going	SENDCO & Headteacher	Disability issues are discussed and plans in place
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	SENDCO	Disabled children feel able to participate equally in out of school activities.

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages	Plans for a welcome sign in reception – need to decide which languages to use.	Summer 2017	EAL Coord.	All People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages Translation Tool on website to be monitored	On-going On-going	SENCO / Headteacher Office Website Admin Staff	Staff more aware of preferred methods of communication, and parents feel included. School website is accessible to all