

SNITTERFIELD PRIMARY SCHOOL – School Accessibility Plan 2017-2020

Access to the Physical Environment

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
To be aware of the access needs of disabled children, staff, governors, parents and carers	a) to create access plans for any children on roll with identified disabilities as part of the IEP process.	As required	SENCO / classteacher / IDS	IEPs are in place for pupils, and all staff are aware of pupils' needs.
Ensure the school staff and governors are aware of access issues	b) Annual reminder to parents and carers through the Newsletter to let us know if they have problems with access to areas of school (with particular reference to emergency evacuation).	Ongoing process	Head of School	Continuously monitored to ensure any new needs arising are met. Parents and visitors have full access to all areas of school.
	c) Staff to share access information with volunteers (where appropriate) and support staff to ensure continuity of care for the children.	As necessary	SENCO/Classteachers	Support staff and Volunteers are aware of needs of SEN children at all times (where appropriate).
	d) Polite notice to ask visitors to inform the school (at signing in stage) if they have access needs	From the date of this plan	Head of School/Office Manager	The school is aware of the access needs of all visitors.
Ensure everyone has access to front door/reception area	a) Ensure that nothing is preventing wheelchair access	Daily visual check to ensure the area in clear of obstructions	Head of School/Office Manager	Disabled parents / carers / visitors feel welcome.
	b) Consider moving doorbell so that it is at wheelchair height	Autumn Term 2017	Governors Health & Safety Committee	Wheelchair visitors can gain entry to school.

	c) Consider marking out a designated disabled parking space by the main door	Autumn Term 2017	Governors Health & Safety Committee	
Maintain safe access around site for visually impaired people	Paint step edges /changes in level with yellow paint Check exterior lighting is working on a regular basis	Autumn Term 2017	Governors Health & Safety Committee Caretaker	Visually impaired people feel safe in school grounds.
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b)Ensure all staff are aware of their responsibilities in evacuation	On entry to the school and reviewed annually thereafter ASAP	SENCO/IDS/ Staff/Health & Safety Governor Head of School to remind staff of their responsibilities as set out in the PEEP	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
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure all staff are aware of need to keep ALL fire exits clear.	Daily visual checks	All staff/Head of School/Caretaker	All disabled persons and pupils have safe exits from school
If applicable ensure that the disabled toilet facility is kept accessible	Ensure that the room is not used for storage which prohibits usage by disabled users	When necessary	All staff	Disabled pupils/visitors are able to use the toilet facilities when required

Access to the curriculum

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Ensure support staff have specific training on disability issues if applicable	Identify training needs at regular meetings	When necessary	SENCO	Raised confidence of support staff.
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Set up a system of IAPs (Individual Access Plans) for disabled children when appropriate. Share information with all agencies involved with each child	When necessary	SENCO	All staff are aware of individual's needs.
Classrooms are optimally organised to promote the participation and independence of all pupils.	a) Carry out regular environment audits and to feedback findings to staff, making suggestions of how areas around school can be improved and made more accessible. b) Discuss the perception of issues with staff to determine the current status of the school and what can be done to improve accessibility.	Every term, starting Summer 2017	SENCO and classteachers	Whole school community aware of issues relating to access. Society will benefit by the school being more inclusive
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	Ongoing	Classteachers/EVC / SENCO	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 sports relevant to individual pupils	When necessary	SENCO/ PE leader/coaches	All pupils have access to the PE curriculum as far as is possible.
Review curriculum and planning to ensure equality of opportunity.	Include specific reference to disability equality in all curriculum and policy reviews	From date of this plan	SENCO/ Head of School/subject leaders	Consideration of, and reference to equality of opportunity as policies are reviewed

Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with staff, Kidz Club staff and other external providers who run clubs after school.	When necessary	SENCO	Disabled children feel able to participate equally in out of school activities.
Appropriate use of specialised equipment to benefit individual pupils and staff	Identify through IEPs and purchase items as such as sloping boards, coloured overlays, special chairs etc. Also specialist play equipment.	When necessary	SENCO	Children and staff access the curriculum/workplace according to their needs
Develop as a Dyslexia friendly School	Access advice and possible training from EIS/IDS. Follow up recommendations including use of Widget symbols on school signs.	Autumn Term 2017	SENCO to initiate	Environment is more accessible for children with dyslexia. Classroom practice is adapted to meet children's learning needs.

Access to information

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Ensure signage around school is clear and has visual impact	Consider a common agreed font and size for all general signs around school	Summer Term 2017	Head of School/Staff	Signage is clear for all children, staff and visitors
Consider the provision of parent communications in other formats/languages	Ask parents about preferred formats for accessing information eg Braille, other languages. Investigate the addition of a TRANSLATION TOOL on the website to allow multi-lingual access	Annually – through Newsletter Summer Term 2017	Office Manager Website manager	Staff are more aware of preferred methods of communication, and parents feel included. School website will become accessible to all