

Winslow C of E Combined School – School Accessibility Plan 2015 – 2018

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 and parents /carers</p> <p>Ensure the school staff & governors are aware of access issues</p>	<p>a) to create access plans for individual disabled children as part of the IEP process, as necessary</p> <p>b) to ensure staff and governors can access areas of school used for meetings</p> <p>c) Annual reminder to parents / carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>d) circulate information to relevant staff on Access to Work scheme</p> <p>e) Staff to share SENCO passport information with volunteers and support staff to ensure continuity of care for the children</p>	<p>As required</p> <p>Ongoing</p> <p>Ongoing process</p> <p>Induction</p> <p>Passports for children with specific access issues to be in place by Autumn.</p>	<p>SENCO / class teacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher / H&S committee</p> <p>SENCO</p>	<p>IEP's are in place for disabled pupils, and all staff are aware of pupils' needs. SENCO passports in place for all SEN children. All staff & governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school . Access to Work Information in Staff Handbook and on staffroom notice board. Volunteers are aware of needs of SEN children at all times</p>
<p>Ensure everyone has access to reception area</p>	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) ensure the outer door is wide enough for a wheelchair</p> <p>c) provision of appropriate seating</p>	<p>Daily check to ensure the area in clear of obstructions</p> <p>Seating in place</p>	<p>Site Supervisor / Health & Safety Committee/ HT</p> <p>H&S Committee</p> <p>Headteacher</p>	<p>Disabled parents / carers / visitors feel welcome. Visitors can sit down if waiting for reception. Wheelchair users aren't waiting because staff sitting in the office can't see them</p>

Maintain safe access for visually impaired people	<p>Check condition of yellow paint on step edges regularly</p> <p>Check exterior lighting is working on a regular basis</p> <p>Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child</p>	<p>Ongoing checks</p> <p>Ongoing checks</p>	<p>Site Supervisor / Health & Safety Committee</p> <p>SENCO/Site Supervisor</p>	<p>Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. Light to be fitted near front door. Child knows where equipment ends</p>
Ensure all disabled people can be safely evacuated	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENCO passport information</p> <p>c) If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps</p>	In place	<p>SENCO</p> <p>Headteacher to remind staff</p> <p>SENCO/Headteacher to remind staff to use a more appropriate classroom if this situation arises</p>	<p>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</p>
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from LA on appropriate equipment if this becomes necessary	As required	Headteacher	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	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Set up a system of IAP's for disabled children when appropriate. Share information with all agencies involved with each child	Ongoing	SENCO	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	Ongoing	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 disability sports	Autumn 2015	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's T.A. will be there where appropriate
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Spring term 2013	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
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	SENCO	Disabled children feel able to participate equally in out of school activities.
Develop links with a special school	Work towards Identifying a local school and consider sharing INSET opportunities.	Ongoing	SENCO / Headteacher	Increased understanding of the opportunities available to the children

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 2016	Headteacher / SENCO	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.	Annually	SENCO / Headteacher SENCO/Headteacher	Staff more aware of preferred methods of communication, and parents feel included.

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