

Section 2: Accessibility Action Plan

Aims and objectives:

Our aims are to

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of individual curriculum where these are specified

Table 1 – Access to the curriculum

As part of these activities the school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers, educational psychologists and SEND advisers, and of appropriate health professions from the local NHS Trusts.

Item	Target	Strategies	Timescale	Responsibility	Success Criteria
1	To identify children allocated to Wolston St. Margaret's Primary for the next academic year who need provision made for them.	At least one visit per child to settings providing pre-school provision. More than one visit for children identified as needing	May to early September annually	EYFS team and HT	Provision set in place ready for when the child(ren) start school
2	To establish and maintain close liaison with parents	Parent of children with special educational needs to review their child's needs with the class teacher and/or SENDco at least termly	Termly	Class Teacher/SENDco	Parents of children with special education needs feel involved in supporting their child
3	To establish and maintain close liaison with outside agencies for pupils with additional needs	Time allowed for SENDco and other staff to attend network opportunities	Ongoing	SENDCO/HT	All relevant staff have been able to attend relevant networking meetings for their role

		Time allowed for staff to attend relevant meetings for pupils they are teaching		Class teacher	Teaching staff are able to attend meetings to enable them to better meet the needs of a pupil
4	To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum, including trips and residential visits	Early planning and risk assessments for regular trips to meet identified needs of cohorts who are in the school.	Ongoing	Class Teacher/HT	All pupils are accessing and experiencing the opportunities available.
5	To include pupils with a disability, medical condition or other access needs as fully as possible in extracurricular provision	Early planning and risk assessments for regular activities to meet identified needs of cohorts who are in the school.	Ongoing	Class Teacher/HT	All pupils are accessing and experiencing the opportunities available.
6	To regularly review the curriculum and teaching plans to ensure children have access to all parts	This is covered under the Teaching for Learning Policy and Curriculum Statement	Termly on a curriculum review cycle	Class teacher/SLT	Any review that has happened meets the needs of the current cohort of children.
7	Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs	Annual training cycle that includes SEND and specific training as identified.	Ongoing	SENDco / CPD coordinator	There has been access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from these opportunities is shared with colleagues to promote awareness for all relevant staff.
8	Ensure pupils needs' can be met using IT equipment or other resources following identification when required.	Use of referral to EP, OT, STS, Paediatric service, etc and their recommendations.	Ongoing	SENDco / IT technician	Children have timely access to relevant, supportive and cost effective equipment to meet their needs.

Table 2**Access to the Physical Environment**

The school is a single story building with the first part built in the 1960s and several extensions since. The main building entrance at reception has level access. The entrance to all classrooms also have level access. The entrance to Brookside Dragons, our breakfast and after school club, has 3 concrete steps. The school corridors are a minimum of 1.2 m wide. Internal doors can be held open. There is a disabled toilet in the main building, which meets the requirements of current staff/pupils. Internal signage meets BS: The fire alarm is a ringing bell (no pager or flashing lights available) and automatic fire detection system with call points are located at appropriate places around the building (i.e. all exit points). Visitors to the school are normally accompanied if they do not attend regularly and the member of staff accompanying the visitor is responsible to ensure they leave the building or access a refuge area to await evacuation. A Personal Evacuation Plan should be completed for all pupils, staff and visitors who require one and the findings communicated.

Item	Target	Strategies	Timescale	Responsibility	Success criteria
1	All access points to the school accessible	If required use of temporary ramping	Ongoing	HT & Caretaker	All areas are accessible to all.
2	Regular review of needs for current pupils	Reviews of IEPs and EHCPs	Termly (or when a new pupil is expected whose needs are not currently met)	Class teacher/ SENDco	All current pupils are able to access areas required for learning
3	Upgrades to fire alarm so that it is visual and auditory where it is anticipated that someone with impaired hearing may be in relative isolation where there is no other suitable method of alerting them	Consideration when repair/maintenance of existing detector heads to be both visual and auditory (guidance for design and selection of fire alarm warning for people with impaired hearing, clause 18 BS 5839-1:2002)	Annually	HT	An anticipatory compliant alarm system to cater for any pupil (or visitor) to the school.
4	Personal evacuation plans completed for students who are identified as requiring one	Liaise with parents/school nurses and other healthcare staff to identify needs and put in place	As required	SENDco	All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practised to

		appropriate evacuation arrangements			ensure it can be implemented successfully.
5	Learning areas accessible for pupils	Regular review of layout of classroom to ensure meets the needs of the children using the space at the time including the computer room (e.g. any child who can't sit on a stool has access to a low level computer within the ICT suite)		Class Teachers	Children are not excluded from learning opportunities because they cannot access around the classroom or equipment

Table 3**Access to Information**

As part of these activities the school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested

Item	Target	Strategies	Timescale	Responsibility	Success criteria
1	Provision of written material to pupils to meet their needs	Use of coloured paper/text size/visual timetables	Ongoing	Class Teacher	Pupils always have access to written material which meets their needs at the appropriate time
2	Review documentation on website to check accessibility for parents with English as an additional language/ disability in order to support their child's(ren's) learning	Review of the website	Ongoing	Office Manager	Website reviewed and updated as necessary to be accessible

Accessibility Audit

Section 1

Does the size and layout of areas: including all academic, sporting, play, social facilities; classrooms, the assembly hall, library and outdoor sporting facilities, playgrounds allow access for all pupils?	YES	NO
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	YES	NO
Are pathways of travel around the school site and parking arrangements safe, routes logical and well designed?	YES	NO
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	YES	NO
Are non-visual guides used, to assist people to use buildings with tactile buttons?	YES	NO
Could any of the décor be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	YES	NO
Could any signage be considered confusing or inadequate?	YES	NO
Are areas to which pupils should have access well lit?	YES	NO
Do areas of storage prevent disabled pupils from accessing aids and equipment?	YES	NO
Are steps made to prevent the exclusion of people with disabilities that affect their hearing and vision from arranged events? E.g. considering a room's acoustics, noisy equipment and presentation of material.	YES	NO
Is furniture and equipment selected, adjusted and located appropriately?	YES	NO

Section 2

Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	YES	NO
Do you make the best use of teaching assistants?	YES	NO
Are your classrooms optimally organised for disabled pupils?	YES	NO
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	YES	NO
Are all pupils encouraged to take part in music, drama and physical activities?	YES	NO
Are there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?	YES	NO
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	YES	NO
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	YES	NO
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example, some forms of exercise in physical education?	YES	NO
Are school trips, including residential trips, made accessible to all pupils irrespective of attainment or impairment?	YES	NO
Do you provide access to computer technology appropriate for students with disabilities?	YES	NO
Do staff, governors and pupils receive training and education in disability equality issues?	YES	NO
Is everyone made to feel welcome?	YES	NO
Are there high expectations of all pupils?	YES	NO

Are pupils equally valued?	YES	NO
Do staff seek to remove all barriers to learning and participation?	YES	NO

Section 3

Do you provide information in large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	YES	NO
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities which affect their vision, e.g. by reading aloud overhead projections and describing diagrams?	YES	NO
Do you have the facilities to produce written information in a variety of font sizes?	YES	NO
Do you make use of RNIB guidelines on producing written information in accessible formats?	YES	NO
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	YES	NO
Are the 'responsible body' aware of their duties and responsibilities under DDA?	YES	NO
Do school general plans take account of the duty to make reasonable adjustments?	YES	NO
Does the school have an adequate internal complaints procedure?	YES	NO