



Accessibility Plan 2016-17

Accessibility Plan

The Accessibility Improvement Plan sets out how the Governing Body will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled pupils in the following three areas: -

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the establishment to the extent to which disabled students can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The preparation of the Accessibility Plan has been informed by analysis of data within the school and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed and revised as necessary. This will occur annually.

Priority	Lead Responsible	Action	Resources	Completion Date	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents, carers Ensure the school staff & governors are aware of access issues	Inclusion Manager / Class Teacher Headteacher	a) to create access plans for individual disabled children as part of the IEP process. b) to ensure staff and governors can access areas of school used for meetings c) Annual reminder to parents, carers through	IEPs Newsletter	Beginning of the year 2016 Ongoing	IEP's are in place for disabled pupils, and all staff are aware of pupils' needs. SENCO passports in place for all SEN children. Staff and Governors are confident that their needs will be met. Volunteers are aware of needs of SEN children at all times. All disabled people have access to all areas of the



		newsletter to let us know if they have problems with access to areas of school.			school.
Maintain safe areas for the visually impaired	SENDCo Site manager HT	Check all lighting is working on a regular basis. Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child as required	Hazard tape Risk assessments IEPs	September 2016 Ongoing	Visually impaired people feel safe and secure in and around the school building
Ensure that all disabled people can be safely evacuated	Site manager HT SENDCo	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENCO passport information c) If a person uses a wheelchair they must not be in a classroom where the emergency exits are	PEEPs Access to classrooms on ground floor	PEEPs updated every July for children already at the school PEEPs completed September for new starters	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



		down steps			
Provide hearing loops in classrooms to support pupils with a hearing impairment	SENDCo	Take advice on appropriate equipment if this becomes necessary	Hearing loops Microphones IEPs	Reviewed each term	All children have access to the curriculum
Ensure support staff have specific training on disability issues	SENDCo	Identify training needs at regular meetings	In house training Training from outside agencies	Needs assessment September, courses booked throughout the year	Raised confidence of support staff
Ensure there are enough fire exits around school that are suitable for people with a disability	HT Site mamanger	Ensure staff are aware of need to keep fire exits clear.	Yearly external fire risk assessment with view to SEND needs Half termly risk assessment	Each September Half termly in house	All disabled personnel and pupils have safe independent exits from school
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	SENDCo HT	Set up a system of IAP's for disabled children when appropriate. Share information with all agencies involved with each child	IEPs PEEPs	Reviewed each July for the coming year, then updated as necessary	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	CT HT SENDCo	Ensure venues and means of transport are vetted for suitability. Develop guidance on making	EVC training Risk assessment training	6 weeks before each trip is booked	All pupils are able to access all school trips and take part in a range of activities



		trips accessible			
Ensure disabled children can take part equally in lunchtime and after school activities	CT SENDCo	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	Questionnaires IEPs Specialised Playground equipment	Evaluated each half term	Disabled children feel able to participate equally in out of school activities.
Inclusive discussion of access to information in all parent/teacher annual meetings	HT SENDCo	Ask parents about preferred formats for accessing information	Translation service As needed Braille translation as needed	Evaluated each half term and when necessary.	Staff more aware of preferred methods of communication, parents feel included.