



Star

Accessibility Plan 2018-19

Our Accessibility Plan sets out how our School will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas: -

- Increasing the extent to which disabled pupils can participate in the School curriculum;
- Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled pupils.

The preparation of the Accessibility Plan has been informed by analyses of data within the School and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary and at least annually. A copy of this Plan will be placed upon our website.

Action	Lead Responsible	Identified Budget and any other resources	Target 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 To create access plans for individual disabled children as part of the PSP process. To ensure staff and governors can access areas of school used for meetings Annual reminder to parents, carers through	Inclusion Manager / Class Teacher Principal	PSPs Newsletter	Beginning of the year 2018 Ongoing	PSPs 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 school.
Maintain safe areas for the visually impaired.	SENDCo Site manager Principal	Hazard tape Risk assessments PSPs	September 2018 Ongoing	Visually impaired people feel safe and secure in and around the school building

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				
Ensure that all disabled people can be safely evacuated. Ensure there is a personal emergency evacuation plan for all disabled pupils. Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENCO passport information. If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps.	Site manager Principal SENDCo	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
Provide hearing loops in classrooms to support pupils with a hearing impairment Take advice on appropriate equipment if this becomes necessary	SENDCo	Hearing loops Microphones PSPs	Reviewed each term	All children have access to the curriculum
Ensure support staff have specific training on disability issues	SENDCo	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	Principal Site manager	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 Principal	PSPs PEEPs	Reviewed each July for the coming year, then updated as necessary	All staff are aware of individual's needs
Ensure trip venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Principal EVC Lead	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

<p>Ensure disabled children can take part equally in lunchtime and after school activities</p>	<p>Principal SENDCo</p>	<p>Questionnaires PSPs Specialised Playground equipment</p>	<p>Evaluated each half term</p>	<p>Disabled children feel able to participate equally in out of school activities.</p>
<p>Ensure that staff with disabilities are able to carry out their duties. Recommendations taken on board through Access To Work and occupational health.</p>	<p>Principal</p>	<p>Specialist equipment – lighting, magnifier. Access to work grant</p>	<p>Evaluated each half term</p>	<p>Staff with disabilities are catered for and able to carry out their duties to the best of their ability.</p>

