

**Action Plan: Hinchliffe Mill Junior and Infant School**

**Date: September 2014**

<b>Key issue/ focus of development:</b> Accessibility Plan					
<b>Current Position:</b>					
<b>1 Physical</b>	<p>The school has been refurbished taking into account the need for physical access to most areas                  The internal decoration meets the needs of the visually impaired in the main and blinds are in place in 2 classrooms and hall                  The carpeting in all classrooms would be helpful to the hearing impaired                  There is a disabled toilet and door widths make wheelchair access possible throughout school                  We can ensure that a parent using a wheel chair can access events in school by adapting our plans eg choice of room</p>				
<b>2 Curriculum</b>	<p>Because of the current demands of mixed age classes there is a high level of differentiation which would allow access to the curriculum in most cases                  We have experience in working with various professionals and agencies                  Our current experience is in working with autism outreach</p>				
<b>3 Communication</b>	<p>We have the expertise and experience to allow access to the curriculum for pupils with little or no English                  We have experience in speech, language and communication needs                  These skills would be used in identifying needs and ways of meeting other needs in other situations                  Ensure work is physically accessible to pupils – written work in alternative formats, alternative recording methods available</p>				
<b>Target/ success criteria:</b> Ensure that we can access appropriate support for any situation within a realistic period of time (Aim 7 days) Ensure availability of written material in different forms and accessibility to advice Consider appropriate future physical access to the building					
<b>Overall person responsible:</b> Liz Noble Headteacher and Liz Fletcher SNA and staff governor					
	<b>Target</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short term 1</b>	Ensure that pupils who have severe allergic reactions are able to access the full curriculum	<p>That all staff in school are aware of this need</p> <p>Training has taken place to deal with any crisis</p>	<p>Adaptations made allow them to access playdough baking etc</p> <p>Medication taken with us on all off site visits</p>	From September 2010 onward	Carefully monitoring of the current situation
<b>Short term 2</b>	Ensure that they do not come into contact with any allergens	<p>Information is placed in every room</p> <p>Materials and food stuffs are managed with great care</p>	<p>All children and adults have been made aware of the need</p> <p>Daily routines eg milk have been adapted to meet the need</p>	From September 2010 onward	Plans in place have been effective since 2010

	<b>Target</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short term 3</b>	Ensure that pupils with a diagnosis for autism can access the full curriculum	That all staff in school are aware of this need  That a statement of those needs is in place	Staff ensure that child is managed appropriately.  One to one support in place to enable this	From April 2014 onwards	Small steps goals ensured that transition worked well.
<b>Short term 4</b>	Allow parental access to school and maintain links for wheelchair users	Ensure meetings etc are planned in areas of school that are accessible  Be aware of need without being asked	Parent school relationships are maintained at a good level	From June 2013	Most of school is easily accessible  Extra meetings can be arranged if needed
<b>Medium Term 1</b>	Ensure that all information is accessible to a Governor who is registered blind	All documents to be sent in electronic format.  Avoid visual cues and anything that does not read across the page where possible.	That all documents sent by school and governing bodies are accessible	From June 2009 to June 2013	Currently working fairly well.
<b>Long Term 1</b>	Consider access into main school building for the physically disabled	Access funds to allow access to original building and rooms	West facing classrooms accessible from the corridor	Investigations carried out if required	Physical access to school increased
<b>2</b>	Have the ability to identify and meet the accessibility needs of any pupil or adult as they arise	Make a rapid assessment of needs and contact the agency best equipped to help within a week.	That any pupil or adult is able to fully access the curriculum in school.	As the need arises	The ability of the school to cater for the needs of any pupil or adult in our school community.
<b>Notes</b>	<p>The governing body has some reservations as to the suitability of the school site for wheelchair users.</p> <ol style="list-style-type: none"> <li>1. The gradient of the road to the school</li> <li>2. The gradient of the access from the road to the school entrances, up both playground and driveway</li> <li>3. The financial and spatial implications of providing appropriate gradient ramped access from the drive/playground to the main doors. (Rear door into Beech is accessible)</li> <li>4. Space in classrooms is quite limited</li> </ol> <p>NB: a past member of the governing body was a wheelchair user who visited school during the school day and for meetings.</p>				
	There are no issues with any other areas of disability that we feel are insurmountable.				