

**Access to the Physical Environment**

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Timescale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff &amp; governors are aware of access issues</p>	a) to create access plans for individual disabled children as part of the IHCP process.	As required	SENCO	IHCP's are in place for all pupils who require one and all staff are aware of pupils' needs.
	b) to ensure staff and governors can access areas of school used for meetings	As required	Headteacher	All staff & governors are confident that their needs are met.
	c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing process	Headteacher	Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school .
	d) circulate information to relevant staff on Access to Work scheme	In place Autumn term 2012	Headteacher / H&S committee	Access to Work Information in Staff Handbook and on staffroom notice board.
<p>Ensure everyone has access to reception area</p>	a) ensure that nothing is preventing wheelchair access	Ongoing	Site Supervisor / Health & Safety Committee/ HT	<p>Disabled parents / carers / visitors feel welcome.</p>
	b) check the outer door is wide enough for a wheelchair	Dec 2014	H&S Committee	
	c) Ensure disabled toilet in medical room is clean and accessible		Headteacher H&S Committee	

Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan in place for any disabled pupils/staff	Ongoing	Head Teacher	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
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 staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of staff
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 curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Summer Term 2015	PSHE co-ords	Gradual introduction of disability issues into all curriculum areas
Develop links with a special school	Work towards identifying a local school and consider sharing INSET opportunities.	Summer term 2015	PSHE co-ords	Increased understanding of the opportunities available to the children

**Access to information**

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Timescale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
<b>Signage around school to be in other languages and Makaton</b>	<b>Continue school policy on using Makaton signs</b>	<b>Ongoing</b>	<b>SLC Staff</b>	<b>ALL People feel they are welcome in school</b>
<b>Inclusive discussion of access to information in all parent/teacher annual meetings</b>	<b>Ask parents about preferred formats for accessing information eg braille, other languages</b>	<b>Annually</b>	<b>SENCO / Headteacher</b>	<b>Staff more aware of preferred methods of communication, and parents feel included.</b>