

## NELSON MANDELA PRIMARY SCHOOL ACCESSIBILITY PLAN

### “Putting your child at the heart of learning”

TARGET	ACTION	SUCCESS CRITERIA	BY WHOM / WHEN
To ensure that the accessibility policy is effective.	1. To get a range of staff involved with reviewing the school procedures and policies so that more staff are accountable.	Health and Safety Team set up to include Site Manager, Governor and SENCo  Team leaders manage teams of staff and consider accessibility through the curriculum, Policy, enrichment, community during meetings.	Assistant Head – K. Jones.  Head
To ensure that the school building is accessible.	1. To remove all unnecessary obstacles eg. push button doors to aid wheelchair access. 2. To paint contrasting strips to define areas: steps, doors, brighter fencing, markings around trees. 3. To improve external lighting in the playground. 4. To put signs up to define areas. 5. To change layout of rooms to ensure fire exits have clear access.	Doors in the school are automated.  The trees in the playground are clearly defined by edging.  Furniture in classrooms does not block entrances and exits.	Head, Premises Governors, Premises Manager, Staff.
To ensure that teaching and learning supports all learners including pupils with a disability.	1. PEP's in place for children with known disabilities. 2. SENCo and school staff to ensure that all paperwork is completed to support applications for additional support. 3. Classrooms and displays cater for all learning needs.	Children's needs identified and supported accordingly.  Intervention programmes set up to target underachievement and extension activities for G&T.	Head, SENCo, All staff.

	<ol style="list-style-type: none"> <li>4. Teaching and planning supports all learners.</li> <li>5. Staff use CPD/Outreach to support as appropriate.</li> <li>6. School works closely with appropriate external agencies, families and Educational Psychologist.</li> </ol>	<p>Additional support provided through decoupling and additional funding.</p> <p>Classrooms have clear areas, labels and displays to support all learning.</p>	
To ensure that resources support the needs of pupils and staff with disabilities.	<ol style="list-style-type: none"> <li>1. School liaises with external agencies for advice.</li> <li>2. School implements recommended programmes.</li> <li>3. School arranges timetable to ensure that pupils have access to recommended support.</li> <li>4. Staff are released as required for CPD meetings with other professionals.</li> <li>5. Resources purchased from inclusion budget.</li> </ol>	<p>Pupils have resources appropriate to needs.</p> <p>School Provision Map updated each term. Group/Individual Intervention Plans updated termly to ensure appropriate provision for individuals.</p> <p>Staff trained in using resources.</p> <p>Staff attend specific training as required.</p> <p>Inclusion budget managed appropriately.</p>	Head, SENCo, Budget holders.
To ensure all staff are aware of disability audit implications on classroom practice.	<ol style="list-style-type: none"> <li>1. Staff meeting to outline audit.</li> <li>2. Discuss furniture layouts of rooms etc taking into consideration sensory and physical disabilities.</li> </ol>	<p>All teachers are aware of audit.</p> <p>All teachers are aware of the range of disabilities in their year group, consider room layout and curriculum access and make the reasonable adjustments necessary.</p>	Head, All Staff, and possibly Borough Representative.
Premises committee to agree budget use for priorities.	<ol style="list-style-type: none"> <li>1. Committee to discuss quotes and permit works according to budget.</li> </ol>	Works calendar set up.	Premises and Finance Committee.

Apply for external funding for new works particularly toilets for people with disability.	1. To contact LA re: new works needed to comply with personal care needs of individual pupils.	Bids successful and work completed.  School has plan for external toilets with ramp.  A new disabled toilet is in KS2	Head, Premises Manager, Premises Committee
To ensure the curriculum is accessible to all children.	1. To include accessibility to curriculum as part of curriculum staff meeting.	Curriculum changes identifiable and reasonable adjustments made which have a positive impact on pupil attainment.	Head, SENCo, Staff, Governors.
To continue to review policies in light of new developments, guidelines.	1.To ensure all staff are up to date with all Current and new initiatives i.e. New SEN Code of Practice, New Education, Health and Care Plans.	Policies continue to be inclusive and in line with equal opportunities and disability guidelines.	Head, Governors, ongoing.
To ensure that school emergency procedures include named support for identified pupils.	1. Fire drill procedures include named adults for identified pupils. 2. Procedures displayed in classrooms.	All fire drills carried out safely and efficiently.	Health and Safety Team, All staff.
To ensure that all concerns are followed up.	1.Regular review meetings with staff and families of any child with specific disabilities.	Parents/carers attend meetings. Complaints are reduced.  All Statements/EHCP reviewed yearly.	Head, Assistant Heads, SENCo.
To ensure that children, parents/carers and staff with specific medical requirements have appropriate support.	1. Timetable adjustments made. 2. Rooms for privacy, if required, made available. 3. Parents to ensure school has up to date Medical Care Plan. 4. School to ensure that families are aware of correct procedures.	Medical plans in place.  Staff aware of their rights and responsibilities.  Families aware of their rights and responsibilities.	Head, SENCo, Appropriate staff
School to work closely with School Nurse and Early Years practitioners.	1. Staff share concerns with appropriate bodies. 2. School Nurse and EY Practitioner liaise with staff and families.	Families are supported.	School Nurse, EY Practitioner, All staff.

<p>To ensure that children, parents/carers and staff with disabilities have appropriate support.</p>	<ol style="list-style-type: none"> <li>1. Professional meetings held to discuss IEPs, PEPs and Personal Health Care Plans.</li> <li>2. Funding avenues are sought if additional support is required.</li> <li>3. Occupational Health referrals are made where there is a concern that staff may have needs which need additional support to carry out their role.</li> <li>4. Well-Being programme continued.</li> <li>5. Provision mapping arranged and reviewed to ensure that budget and resources are appropriate to identified needs.</li> </ol>	<p>All adults/children have appropriate support and guidance.</p> <p>All adults and children are able to access the school resources and facilities, as equally as others, with reasonable adjustments.</p> <p>Identified children and staff have appropriate level of support/ intervention.</p> <p>Staff have access to 24 hour support and guidance.</p> <p>Intervention, provision map matches budgetary and educational statutory requirements</p>	<p>Head, Assistant Heads, SENCo, School Nurse, Class teachers,</p>
<p>To ensure that all children have a voice.</p>	<ol style="list-style-type: none"> <li>1. Implementation of PATHs project</li> <li>2. Children with SEN and disabilities included on school council.</li> <li>3. SEND Children Council.</li> <li>4. Children have input on their annual reviews and Education, Health and Care Plans.</li> </ol>	<p>All teachers and children use PATHs resources to relay their feelings.</p> <p>Minutes recorded at meetings and actions followed up.</p> <p>Head Teacher meets with children termly.</p> <p>SENCo chairs termly SEND children's Council meeting.</p> <p>Children have input to their assessments and Person Centred Reviews.</p>	<p>Head, SENCo.</p>

