

Moss Bury Primary School – School Accessibility Plan 2016 – 2019

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<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>	<p>a) Where appropriate to create access plans for individual disabled children as part of the SEN Support process.</p> <p>b) To ensure staff and governors can access areas of school .</p> <p>c) Discussions with new parents to alert to any access issues</p> <p>d) Staff to share SENCO passport information with support staff to ensure continuity of care for the children</p>	<p>As required</p> <p>Complete</p> <p>On-going process</p> <p>Passports for children with specific access issues to be in place by Autumn 2016</p>	<p>SENCO / class teacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher / B&amp;S Governor</p> <p>SENCO</p>	<p>SEN Support Plans are in place for disabled pupils, and all staff are aware of pupils' needs. Pupil Passports in place for all SEN children.</p> <p>All staff &amp; governors are confident that their needs are met. Ramps available to ensure access to all areas from the outside of the building.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school.</p>
<p>Ensure everyone has access to reception area.</p> <p>To have wheelchair access across the whole school.</p>	<p>a) As required we can make the reception area accessible to wheelchair users.</p> <p>b) Ensure that automated access door is in place and working</p> <p>Some areas at present are restricted to ensure safety.</p>	<p>As needed.</p> <p>All future building works to include wheelchair access.</p>	<p>Site Supervisor / Health &amp; Safety Committee/ HT</p> <p>B&amp;S Committee</p> <p>Caretaker</p> <p>B&amp;S Committee.</p> <p>Head</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Visitors can gain automated access and can sit down if waiting for reception.</p> <p>Wheelchair users can access</p>

				<b>whole school.</b>
<b>Maintain safe access for visually impaired people.</b>	<b>Check exterior lighting is working on a regular basis Put black/yellow hazard tape on equipment and stairs as and when need arises to help visually impaired children.</b>	<b>On-going checks with reasonable adjustments made when necessary.</b>	<b>Site Supervisor / Health &amp; Safety Committee  SENCO/Site Supervisor</b>	<b>When the need arises, visually impaired people feel safe in school environment. Yellow edges to be done as needed.</b>
<b>Ensure all disabled people can be safely evacuated.</b>	<b>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 Pupil Passport information. c) If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps.</b>	<b>Complete as per B&amp;S.</b>	<b>SENCO  Headteacher to remind staff</b>	<b>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.</b>
<b>Provide hearing loops in classrooms to support pupils with a hearing impairment</b>	<b>HIU staff will ensure that all staff, including new staff are aware of the need for hearing loop use both in the classroom and in other common areas e.g. assemblies</b>	<b>As required</b>	<b>Headteacher</b>	<b>All children have access to the curriculum.</b>
<b>Ensure there are enough fire exits around school that are suitable for people with a disability.</b>	<b>Ensure staff are aware of need to keep fire exits clear.</b>	<b>Daily</b>	<b>All staff/Headteacher</b>	<b>All disabled personnel and pupils have safe exits from school.</b>

## Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues.	Identify training needs at regular meetings.	Ongoing	SENCO / Headteacher	Raised confidence and skills set of support staff.
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	SEN Support Plans to reflect access issues.	In place	SENCO	All staff are aware of individual's needs.
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	Classroom Staff / SENCO	All pupils are able to access all school trips and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all pupils.	Review PE curriculum to include disability sports	Summer 2016	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum reviews	In place.	SENCO & Headteacher	Accessed PHSE and community links.
Ensure disabled children can take part equally in lunchtime and after school activities.	Discuss with Out of school Club staff, and people running other clubs after school including team sports.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.
Develop links with a special school.	Work towards Identifying a local school and consider sharing INSET opportunities. Existing link with deaf schools in local area and ASD provisions and special needs provisions.	In place and On-going.	SENCO / Headteacher	Increased understanding of good practice and the opportunities available to the children.

### Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be reviewed	Audit signage for appropriateness and clarity	Autumn term 2016	Headteacher / SENCO /Caretaker	Signage clear, visible and understood by all.
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages. School website updated and improved.	In place and on-going.  Completed Summer 2016	SENCO / Headteacher  SENCO/Headteacher	Staff are more aware of preferred methods of communication, and parents feel included. Greater parental engagement. School website will be clear and accessible to all.