

Northview Primary school - School Accessibility Plan 2016-2019

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>All staff to be aware of the access needs of SEN children, staff, governors and parents, carers.</p> <p>Ensure the school staff and governors are aware of access issues.</p>	<p>a) Create access plans for individual children as part of the IEP process.</p> <p>b) Ensure staff and governors can access areas of school used for meetings.</p> <p>c) Annual reminders to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>d) circulate information to relevant staff on Access to Work scheme.</p>	<p>December 2016</p> <p>November 2016</p> <p>November 2016</p> <p>Ongoing</p>	<p>SENCO</p>	<p>IEP's are in place for SEN children and all staff are aware of pupils' needs. All staff and governors are confident that their needs are met.</p> <p>Parents have full access to all areas of school. Volunteers are aware of needs of SEN children at all times.</p>
<p>Ensure all pupils, staff, parents and visitors have access to various parts of the school.</p>	<p>a) ensure that nothing is preventing the use of prams or wheelchairs</p> <p>b) check the outer door is wide enough for prams/ wheelchairs.</p>	<p>Weekly check to ensure that area in clear of obstructions making sure ramps are clear and accessible.</p>	<p>Site supervisor/ Health and Safety Governor/ Head teacher</p>	<p>Disable parents/ carers/ pupils/staff visitors have comfortable access.</p>
<p>Ensure there are clear fire exits around school that are suitable for people with a disability.</p>	<p>Ensure staff are aware of need to keep fire exits clear.</p>	<p>Weekly</p>	<p>Site supervisor/ Health and Safety Governor/ Head teacher</p>	<p>All disabled personnel and pupils have safe independent exits from school.</p>

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Ensure support staff have specific training on SEND issues.	Identify training needs relating to disability at regular meetings.	Ongoing	Deputy Head teacher/ SENCO	Raised confidence of support staff.
Ensure all staff (teaching & non-teaching) are aware of SEND children's curriculum access.	Share information with all agencies and staff involved with each child.	Ongoing	SENCO	All staff are aware of individual needs and ensure that these are met.
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability.	Ongoing	SENCO	All pupils are able to access all school trips and take part in the activities enjoyed by able pupils.
Review PE curriculum to ensure PE is accessible to all pupils.	Review PE planning	Termly	Deputy Head Teacher	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include special needs issues.	Include specific reference to special need equality in all curriculum reviews.		Head teacher & curriculum coordinators	Introduction of disability special needs issues into all curriculum areas.
Improve access to information about the school for parents/carers with a disability	Provide facilitators for parents with learning needs to complete documentation	November 2016. Consultation with parents	Head teacher / Deputy Head Teacher	All parents / carers are able to access information freely in order to support their children.
Inclusive discussion of access to information in all parent/ teacher meetings.	If parents prefer any other formats for accessing information e.g. other languages.	Termly	Head teacher/SENCO	Staff more aware of preferred methods of communication, and parents feel included.

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Ensure that designated parking spaces are kept clear for disabled drivers.	Parking for disabled drivers is available at all times.	Ongoing	Caretaker	All visitors feel they are welcome in school and are not hindered from accessing any area of the school.

