



**HASLAM PARK PRIMARY SCHOOL
ACCESS PLAN 2016/17**
To be monitored by staff, governors, and pupils

1. Access to the Physical Environment

SHORT TERM

	Targets	Strategies	Timescale	Responsibility	Success criteria
Short Term	1. School is aware of the access needs of disabled children, staff and parent/carers	Create access plans for individual disabled children as part of IEP process, if applicable Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings etc. Include questions in the confidential pupil information disability equality questionnaires about parents/carers' access needs and ensure they are met in all events.	By Dec 2016 By Dec 2016 By Dec 2016	SENCO RK Headteacher School Business Manager/ Headteacher	Individual plans in place. Raised confidence of staff and gov. Parents able to access fully all school activities.
	2. Ensure access to the reception area	Clear welcome sign in different languages	By Jan 2017	Deputy Headteacher GM	Newly arrived parents/carers visitors feel more welcome.
	3. Improve signage and external access for visually impaired people	Replace external light bulbs immediately when expired Paint yellow stripes on edge of all external steps	On-going On-going	Site Manager Site Manager	Lighting fully operational/maintained at all times. Access around the site easier for all.
	4. Repaint classrooms on a rolling programme in suitable colours to aid visually impaired pupils	Seek advice from Access Officer on which colours are appropriate When classes are painted under R and M, include contrasting colours	On-going On-going	SENCO RK Site Manager/ Contractor	Colour schemes that support teaching, learning and behaviour. Classes accessible for visually impaired pupils.
	5. Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans, where necessary, for any disabled children	By Jan 2017	SENCO RK	All disabled children and staff working with them are safe and confident in event of fire.
	6. Ensure that the school drive is reviewed for re-surfacing as appropriate.	Review tarmac driveway. Find quotes for replacement	By Jan 2017	HP Site Manager/ Contractor	Driveway will be resurfaced and free from moss. Slip risk will be minimised.
	7: Secure quotes for widening school access gate	Widen narrow school gate onto Wigan Rd Ensure appropriate barrier	By March 2017	HP Site Manager/ Contractor	Gate will be wider to allow access for prams and pedestrians.
	8. Fit mirror in Car park corner	Fit mirror to allow drivers to view an potential hazard.	By February 2017	HP Site Manager/ Contractor	Mirror will allow drivers to see any hazards around the corner.

MEDIUM TERM

	Targets	Strategies	Timescale	Responsibility	Success criteria
Medium Term	Ensure appropriate parking for disabled people on car park being used correctly	Spaces allocated and clearly marked	On-going	Headteacher Site Manager	Accessible parking bay for disabled staff/visitors.
	Ensure car park usage supports disabled access	Monitor regularly and record any actions required Spot checks to check disabled badges displayed	On-going	Site Manager Headteacher	
	Review and, if necessary, replace inadequate lighting in highlighted areas on a regular basis	Maintain lighting	On-going	Site Manager	Lighting improved for visually impaired and hearing impaired children currently in school.
	Ensure areas well-lit	Lighting to be switched off at 6.15 pm (or later if evening meetings taking place)			Ensuring car park and outside areas well-lit when school is open.
	Ensure there is an accessible toilet for pupils with an inbuilt hygiene area	Maintain area regularly and have professional annual safety checks	On-going	Site Manager	Able to admit a wider range of pupils with impairments.
	Ensure all fire escape routes are suitable for all	Follow advice from Fire Officer on accessibility of exit routes and fire doors Ensure fire doors are accessible to disabled people Carry out regular fire evacuations	On-going	Headteacher SENCO RK LEA Site Manager	All disabled staff, pupils and visitors able to have safe independent accessibility to exits in emergency situations.
Ensure all common facilities accessible to disabled children	Conduct critical walk round school building	On going	Headteacher & Governors	All children can access all areas of the school	

2. Access to the Curriculum

SHORT TERM

	Targets	Strategies	Timescale	Responsibility	Success criteria
Short Term	Increase confidence of all staff in differentiating the curriculum	Undertake annual audit of staff training needs	On-going	Headteacher	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	Ensure all staff are aware of any disabled children's curriculum access	Set up system of individual access plans for disabled children, where necessary Set up system for information to be shared with appropriate staff	On-going	SENCO RK SENCO RK	All staff aware of individual pupils' access needs.
	Ensure all staff are aware of, and able to use, SEN software and resources	Audit all SEN ICT and other resources and make list available to all staff Run training sessions on use of SEN Software	On going On-going	SENCO RK SENCO RK	Wider use of SEN resources in mainstream classes.

MEDIUM TERM

	Targets	Strategies	Timescale	Responsibility	Success criteria
Medium Term	Review Jigsaw PHSE curriculum to include disability issues	Include specific reference to disability equality in all curriculum reviews	By Easter 2017	SENCO RK MC	Introduction of disability issues into curriculum area.

LONG TERM

	Targets	Strategies	Timescale	Responsibility	Success criteria
Long Term	1. Ensure disabled children participate equally in after school and lunch time activities	Survey participation in clubs at lunch and after school by any disabled children	By Summer 2017	Deputy Headteacher PM	Disabled children confident and able to participate equally in out of school activities.

3. Access to Information

SHORT TERM

	Targets	Strategies	Timescale	Responsibility	Success criteria
Short Term	1. Continue to review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when child is admitted to school	On going	Headteacher	All information shared
	2. Inclusive discussion of access to information in all annual reviews of statements	Ask parents/carers and children about access to information and preferred formats in all reviews Develop strategies to meet needs	On going	SENCO	Staff more aware of pupil's preferred methods of communication
	3. Review SEN policy	SEN policy contains current, up to date information	Annually	SENCO	Reviewed policy published every year
	4. Ensure EAL parents have appropriate bi-lingual support at each parents evening	Whenever possible, bi-lingual support will be available for parents who request it	At each parents meeting	Bi-lingual staff	All parents able to participate in meetings

MEDIUM TERM

	Targets	Strategies	Timescale	Responsibility	Success criteria
Medium Term	1. Children become more aware of their own learning styles and access needs	Include access to information in Assertive Mentoring/Circle Time/Council meetings Encourage pupils to express their access needs and explore learning styles	On-going On-going	All staff All staff and pupils	Children able to articulate their access needs and understand their own learning styles.
	2. Include visual timetables in all classes	Use ELKLAN Training to create visual timetables for all year groups as appropriate	On-going	SENCO RK	Every one can access a visual timetable

Reviewed October 2016