

Morton C of E Primary School - School Accessibility Plan 2018-19

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 & governors are aware of access issues</p>	a) to create access plans for individual disabled children as part of the IEP process as necessary.	As required	SENCO / class teacher /	<p>IEP's are in place for disabled pupils, and all staff are aware of pupils' needs. SENCO passports in place for all SEN children All staff & governors are confident that their needs are met. Reviewed annually or as needed</p> <p>Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school . Access to Work Information in Staff Handbook and on staffroom notice board. Volunteers are aware of needs of SEN children at all times. All reviewed at least annually. Shared with new staff and transition times</p>
	b) to ensure staff and governors can access areas of school used for meetings	In place Autumn term 2013	Headteacher	
	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	
	d) circulate information to relevant staff on Access to Work scheme	In place Autumn term 2013	Headteacher / H&S committee	
	e) Staff to share SENCO passport information with volunteers and support staff to ensure continuity of care for the children	In place Autumn 2016	SENCO	
Maintain safe access for visually impaired people	Reinstate yellow paint on step edges Check exterior lighting is working	Ongoing checks Regular checks	Site Supervisor / Health & Safety Committee SENCO/Site Supervisor	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the

	on a regular basis			school year. Light to be fitted near front door.
Ensure all disabled people can be safely evacuated	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 SENCO passport information	In place Spring term 2013	SENCO Headteacher to remind staff	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
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from LA on appropriate equipment if this becomes necessary	As required	Headteacher	All children have access to the curriculum
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 support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Set up a system of IAP's for disabled children when appropriate. Share information with all agencies involved with each child	In place September 2013	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	EVC / 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	Review bi-annually	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Spring term 2019 onwards - as part of whole school curriculum review.	SENCO & Headteacher Curriculum leaders	Gradual introduction of disability issues into all curriculum areas
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. Support would have to be available - especially after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.
Continue links with a special school	Liaise with local special schools for access to expertise and training opportunities.	As needed	SENCO / Headteacher	Staff have access to training and expertise support CPD and specific children as needed.

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages Google Translation Tool is fully compatible with website to allow multi-lingual access	Annually Autumn T2	SENCO / Headteacher SENCO/Headteacher	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all