

St. Nicholas Primary School Accessibility Plan 2016-2019

To be monitored termly by all people involved with responsibility for targets.

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success criteria
<p>1. School is aware of the access needs of disabled children, staff and parents/carers and other stakeholders.</p> <p>School staff are better aware of access issues</p>	<p>a) Continue to complete and review Access and Educational Health Care Plans, Medical Care Plans and Pupil Passports for individual disabled children as part of process</p>	<p>Annually and as required</p>	<p>SENCO & School nurse</p>	<p>Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs, (including fire plans etc)</p>
	<p>b) Continue to undertake informal discussion with new staff and governors to ascertain access needs and make sure they are met in meetings etc.</p>	<p>As required</p>	<p>Head teacher</p>	<p>Access needs met for all staff, governors and stakeholders open discussions in meetings, (including fire plans etc).</p>
	<p>c) Continue to include questions in the confidential pupil information form about parents/carers' access needs and ensure they are met in all events.</p>	<p>Termly</p>	<p>Admin/SMT</p>	<p>Parents and pupils able to access fully all school activities.</p>
	<p>d) Ensure suitable access to all areas of the school for all stakeholders.</p> <p>Ensure staff are aware of updates to Environment Access Standard</p>	<p>Termly in accordance with school maintenance plan Spring Term 2017</p>	<p>Head teacher</p>	<p>On-going improvements in access to all areas in redecoration and maintenance works, e.g. FS2 changing room. Access issues not influencing recruitment and retention decisions.</p>

<p>2. Improve signage and external access for all people including those with visual impairment.</p> <p>2a. Maintain toilet facilities for adults and children with disabilities</p>	<p>a) Re-paint yellow stripes on edge of all external steps. b) Continue to maintain all surfaces on premises are in good order.</p> <p>Ensure wet room with toilet, shower facilities and bed are in good working order.</p>	<p>Summer term 2017 Ongoing</p> <p>Annually</p>	<p>Site Facility Officer Site Facility Officer</p> <p>Site Facility Officer</p> <p>Head teacher and Site Facility Officer</p>	<p>Access on steps safer around the site. No uneven surfaces by which to cause injury</p> <p>School plans meet Health and Safety regulations for Y3/4 and Y5/6 steps. School meets Health and Safety regulations for Y2 steps. Disabled toilet facilities continue to meet Health and Safety Regulations and other relevant guidance criteria.</p>
<p>3. Move the library to the learning zone to make all shelves accessible to all children</p>	<p>A Move and re-fit shelving b) Alter layout to make area wheelchair accessible</p>	<p>By April 2017 By April 2017</p>	<p>Site Facility Officer Site Facility Officer</p>	<p>All children have independent access to all books. All stakeholders have access to all areas of library.</p>
<p>4. Make sure newly redecorated areas are painted with suitable contrasting woodwork</p>	<p>Continue to ensure classes are painted under R & M, include contrasting colours</p>	<p>On-going</p>	<p>Site Facility Officer/ Contractor</p>	<p>Colour schemes that support teaching, learning and behaviour. Classes accessible for visually impaired pupils.</p>
<p>5. Ensure that all disabled pupils can be safely evacuated</p>	<p>a) Review Personal Emergency Evacuation Plans for all children</p>	<p>Annually or as required</p> <p>Termly</p>	<p>SENCO</p> <p>Head teacher</p>	<p>All disabled children and staff working with them are safe and confident in event of fire.</p>

	<p>b) Continue to ensure all staff is aware of their responsibilities re: evacuation.</p> <p>c) Continue to maintain alarm system with visual warning lights for pupils with hearing difficulties.</p> <p>d) Ensure new cooking kitchen has new alarm system</p>	<p>Ongoing</p> <p>January 2017</p>	<p>Head teacher</p>	<p>All disabled children and staff working with them are safe and confident in event of fire.</p> <p>All disabled children and staff working with them are safe and confident in event of fire.</p> <p>All disabled children and staff working with them are safe and confident in event of fire, especially at lunchtimes.</p>
<p>6. Improve access to ICT suite and have available special equipment</p>	<p>a) Ensure wheelchair access and laptop and I-Pads available.</p> <p>b) Provide suitable accessible hardware (keyboards and mice etc) to ensure inclusion of all children.</p>	<p>Ongoing</p> <p>Ongoing as the need arises.</p>	<p>ICT Co-ordinator</p> <p>"</p>	<p>Layout optimises teaching and learning and behaviour.</p> <p>Hardware/software available to meet needs of a wider range of children.</p>
<p>7. Review effectiveness of lighting in all areas</p>	<p>a) Maintain new lighting as per guidelines of Sensory Impaired Children's Team.</p> <p>b) Replace lights with suitable LED lighting</p>	<p>Summer 2019</p>	<p>SENCO</p>	<p>Lighting continues to be appropriate for visually impaired children currently in school.</p>
<p>8. Improve acoustics in the hall</p>	<p>Review improvements to acoustics in hall with Sensory Impaired Children's Team</p>	<p>Annually</p>	<p>SENCO</p>	<p>Hearing impaired children and adults better able to access activities in Hall.</p>

9. Ensure all fire escape routes are suitable for all	a) Use advice from Building Surveyor and Fire Officer on accessibility of exit routes and fire doors. b) Maintain ramp to make level egress on Early Years area c) Ensure guidelines from IPASS, Physiotherapists for FS2 pupils are followed from Sept 2016	Review and update by June 2017 Summer 2016 September 2016	SENCO LA	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations. All disabled staff, pupils and visitors to Early Years able to have safe independent egress in emergency situations.
10. Ensure clear visible signs showing how to gain attention at reception.	a) Continue to display clear notices in print and picture form showing instructions to gain attention.	Review and update as necessary	Head teacher	All disabled people able to access reception and enter independently.
11. Ensure clear signs showing how to gain access and identify key areas of the school.	b) Install new signage outside school and around the site to ensure	April 2017	Site Facilities officer/SBM	All disabled people able to find school, access points and Reception area independently.

Access to the Curriculum

Targets	Strategies	Timescale	Responsibilities	Success criteria
1. Increase confidence of staff in differentiating the curriculum	a) Assign inset days/ update sessions to training needs identified e.g. EAL pupils, Autism, differentiation, intervention programmes, alternative recording etc.	Spring term 2017– autumn term 2019	SENCO	Raised confidence of staff in strategies for differentiation and increased pupil participation.
2. Ensure TAs have access to specific training on disability issues	a) Continue to identify and address TA training needs via the monitoring cycle and performance management interviews.	Autumn 2016- ongoing	SENCO/SMT	TAs support pupils with disabilities to ensure they have access to all aspects of the curriculum and plan closely with teachers.

	b) TAs to access relevant courses each year - implement timetable for year ahead.	On-going	SMT	Objectives set in performance management interviews are met by TAs.
3. Ensure all staff are aware of disabled children's curriculum access	a) Review individual access plans regularly for disabled children b) Share plans with members of staff who are involved in teaching and supporting disabled children. c) Provide training for staff according to child's need.	As the need arises Beginning of each academic year and as the need arises On-going	SENCO SENCO SENCO/SMT	All staff aware of individual pupils' access needs and Health Care Plans. Planning and assessments identify disabled pupils are accessing the curriculum successfully. Relevant staff informed about disabled children's access to the curriculum.
4. Ensure all relevant staff are aware of, and able to use, SEN software and resources	a) Audit all SEN ICT and other resources and make list available to all staff b) Continue to run individual training sessions on use of SEN Software	Ongoing Ongoing	SENCO ICT Co-Ordinator SENCO ICT Co-ordinator	Wider use of SEN resources in mainstream classes. Wider use of SEN resources in mainstream classes.
5. Ensure all school trips are accessible to all	a) Use Evolve Guidance for staff on making trips accessible - seek advice from Inclusion Team when applicable.	Ongoing	Head teacher/ EVC	All children in school able to access all school trips and take part in range of activities.

6. Review PE Curriculum to make PE accessible to all	a) Continue to be updated with new information in accessible PE and Disability Sports	Ongoing	PE Coordinator	All children able to access PE and disabled children more able to excel in sports.
	b) Invite disabled sports people in for particular sessions	On-going	PE Coordinator	As above
	c) Review PE curriculum to include disability sports	Annually	PE Coordinator	As above
	d) Continue to review apparatus regularly	Annually	PE Coordinator	As above
3. Review all curriculum areas to include disability issues	a) Continue to include specific reference to disability equality in all curriculum reviews.	Ongoing	Deputy Head/ Headteacher	Disability issues identified in all curriculum areas.
		By September 2017	Deputy Head/ Head teacher	Staff use resources to ensure children with disabilities are able to access curriculum.
4. Develop consistent approach to differentiation and alternative recording in school	a) Organise staff meetings to share good practice and invite outside agencies to deliver inset. b) After consultation with staff set up guidance for good practice in planning and assessment for children with disabilities. c) Specialist PE teacher to train all teachers in planning, provision and assessment of PE for all children.	Ongoing Jan 2017 to Jan 2019	SENCO/SMT SENCO	All staff trained in range of strategies to ensure effective differentiation and use of alternative recording. All staff includes key elements of good practice re planning and assessment for children with disabilities. All staff includes key elements of good practice re planning and assessment for children with disabilities.
5. Ensure disabled children participate equally in after school	a) Regular survey of registers identify participation in clubs at	Termly	All staff involved in clubs	Disabled children have equal opportunities to participate in out of school activities.

and lunch time activities	lunch and after school of disabled children			
6. Continue to ensure all staff have undertaken/ updated disability equality training	a) Continue to review training for all staff on disability equality b) Ensure new staff access relevant CPD courses	Ongoing Ongoing	Deputy Head	All staff work from a disability equality perspective. All staff work from a disability equality perspective.
7. Develop links with local special schools to improve understanding of curriculum	a) Organise opportunities for staff to observe and establish link meetings curriculum coordinators at Local Special Schools as need arises.	Ongoing	SENCO	Increased confidence of staff in developing accessibility to the full range of curriculum areas for pupils with range of disabilities,
8. Develop system for involving all staff in curriculum planning	a) Continue to ensure support staff have access to teachers' planning b) Ensure time for joint support staff/teacher planning and evaluation opportunities	Daily Termly/ Weekly	SENCO/Class teacher SENCO/Class teacher	Evaluate/monitor system through TA planning meetings with class teachers and SENCO Improved involvement of TAs in planning and evaluation of lessons.

Access to Information

Targets	Strategies	Timescale	Responsibilities	Success criteria
1. To continue to monitor information to parents/ carers to ensure it is accessible	a) Review access to website and adaptations to school prospectus to ensure parents know about access needs to written information. b) Ensure all standard letters home/emails are	Autumn term yearly Termly	Head teacher & Admin Head teacher & Admin	All parents receive information in format that they can access e.g. tape, large print, Braille. As above

	<p>clear and in simple language</p> <p>c) Produce all written information in alternative formats to ensure parents can read on request.</p> <p>d) Biannual questionnaire to include questions for themselves and others re access to written information</p>	<p>Ongoing</p> <p>Summer 2017</p>	<p>Head teacher & Admin</p> <p>Head teacher & Admin</p>	<p>As above</p> <p>As above</p>
<p>2. Ensure all staff are aware of guidance on accessible formats of information</p>	<p>a) Continue to review and update policies re good practice in accessible formats</p> <p>b) Evaluate Parent Mail re texting information to parents.</p> <p>c) Training on and use of software such as Marvellous Me/ Class Dojo to inform parents about child's progress and upcoming events</p>	<p>February 2017</p> <p>Autumn annually</p> <p>Autumn 2017/ ongoing</p>	<p>SLT</p> <p>Head teacher/ deputy head teacher SLT</p>	<p>Information produced in various formats.</p> <p>Speed and range of access to parents increased. Valued by parents Improved knowledge and understanding as parents of children's progress, attainment and attitudes to learning.</p>
<p>3. Discussion includes access to information in all annual reviews</p>	<p>a) Continue to discuss with parents /carers and children about access to information and preferred formats in all reviews when required.</p> <p>b) Develop strategies, Passports and EHCP plans to meet needs</p>	<p>Termly</p> <p>On-going</p>	<p>SENCO & SLT</p> <p>SENCO & SLT</p>	<p>Bespoke formats of information produced for individual parents/carers.</p> <p>AS Above</p>

	c) Continue to develop informal systems of communication to support any academic difficulties through close links with families.	Termly Summer term	Head teacher/ EWO/ School Improvement Adviser	Families feel confident and well supported when communicating with school and accessing information.
4. Ensure school brochure/website to be accessible	a) Ensure website is fully compliant with regulations linked to accessibility and disability.	By January 2017	Head teacher / Admin	Parents/carers feel confident in the information they have about the school.
5. Produce accessible leaflet and increase support for parents of disabled children based on induction survey	a) Work with parents of disabled children to produce an accessible SEN leaflet for the school	By Dec 2017	SENCO	Increased confidence of parents of disabled children and those with SEN to support their children's education.
	b) Continue to develop information board for parents and pupils to alert them to activities in an around school	Ongoing	Admin	Parents keen to support their children and participate in various activities.
6. Develop smooth transition of all information regarding pupils with disabilities	a) Continue to follow School procedures for transferring information from one class teacher to another	Ongoing	SENCO/ All staff	Information regarding pupils is communicated between teachers
	b) Follow relevant procedure for transferring information to Secondary School	Ongoing	SENCO/Y6 teacher	Information regarding pupils is communicated appropriately between schools
	c) Continue to follow required procedure for transferring information from one school to	Ongoing	Admin	As above

	another if a child moves school			
7.Children become more aware of their own access needs	a) Include discussion of 'access to information' in time-tabled sessions	On-going	All teachers	Children able to articulate their access needs. As above. School Council collect views of pupils and feedback to each other, staff and governors.
	b) Encourage pupils to express their access needs	On-going	All teachers	
8. Review all signs in school to include Makaton Symbols as well as Braille.	a) All signs include pictures as well as words and Braille Gradually, replace written signs including symbols.	Ongoing	Head teacher/ caretaker	Every one can understand signage and find way around school.
	b) Put symbols onto displays to enhance text	Ongoing	Head teacher / caretaker	As above
9. Ensure that all staff and pupils are able to communicate using Makaton.	a) Continue signing in assemblies.	Ongoing	Head teacher	Staff and pupils proficient in signing.
	b) Specifically teach new signs and symbols weekly.			As above
10. Use visual timetables where appropriate.	a) All staff use visual timetables when necessary.	Ongoing	SENCO-All staff	All children clear about timetable and secure about what is happening. All staff and pupils use whole school approach to visual time tabling.