



Access Plan: 2019 - 2020

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Focus Area	Objectives	Actions	Person Responsible	Resources and Timescale
Access to a broad and balanced curriculum	To ensure the school is aware of the needs of vulnerable groups.	<p>Ensure all staff are aware of vulnerable groups and the needs of individual children.</p> <p>Ensure baseline testing takes place as soon as new arrivals are settled – data to be disseminated to DHT, SENCo, Class teachers.</p>	<p>RT (SENCo) JD (EAL) ES (Pastoral) All staff</p>	Ongoing with termly to annual reviews
	To ensure all children are adequately equipped to access the curriculum.	<p>Review of equipment, resources, hardware and software – replace where necessary.</p> <p>Review of curriculum outcomes/course requirements of curriculum.</p> <p>Individual provision maps identified where appropriate.</p> <p>Clear differentiation evident within the curriculum.</p> <p>APLS and additional Wave 2 interventions to take place during the afternoons to narrow gaps in learning.</p>	<p>EW</p> <p>Curriculum Leads</p> <p>RT (SENCo)</p>	<p>Ongoing</p> <p>Annual review at the end of the academic year</p>
	To develop staff practice in differentiating the curriculum.	<p>Audit needs</p> <p>Staff have access to regular CPD E.g. Dyslexia friendly schools, Speech and Language Support: Makaton / PECS / Elkan, ASD support, Deaf Friendly Schools.</p>	<p>All Staff</p> <p>RT (SENCo)</p>	Ongoing
	To ensure the PE curriculum is accessible to all.	<p>Review of curriculum</p> <p>Review of ongoing uptake and involvement and issues that arise within lessons.</p> <p>Ensure all children have access to extra – curricular clubs, including those of a sporting nature.</p>	<p>PE Team</p> <p>RT (SENCo)</p>	Ongoing Reviewed on a termly basis
	To ensure the curriculum includes disability issues.	<p>Review curriculum and identify gaps</p> <p>Curriculum developed to plug gaps</p> <p>Check in circles / ethos assemblies / visits to incorporate disability as part of the planned themes</p>	<p>Curriculum Team</p> <p>Teachers</p> <p>RT (SENCo)</p>	Reviewed as part of curriculum audits on an ongoing basis

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	To ensure there is appropriate and adequate access of ICT for pupils with SEND and disabilities.	Prioritise purchasing of ICT Use of key covers in yellow on selected computers for VI pupils	EW / HT RT (SENCo)	Ongoing reviewed on an individual basis
	To ensure all school trips and visits are accessible to all.	Trips and visits policy to be followed New venues are appropriately risk assessed prior to committing to the trip / visit Parents will be asked to support if additional support is required	EVO HT Trip Leader RT (SENCo)	Ongoing Will be reviewed on an individual bases depending upon the venue, activities involved and staffing capacity
	To ensure equal participation in breakfast club and after school clubs.	Publicising events, ensuring fair allocation of places, Promote awareness Ensure activities are accessible Ensure that there is sufficient cover – additional top up funding may have to be applied for where additional support is required.	PE Team Club Leads RT (SENCo)	Ongoing
External Environment	To ensure there is appropriate disability access to the main hall.	Ensure wheelchair access and appropriate portable ramp is set up by one of the site agents when people using wheelchairs visit school and need to gain access to the main hall.	Site Team RT (SENCo)	Ongoing Termly maintenance checks of the portable ramp
	To ensure all areas of the school are always adequately visible and accessible.	Ensure and maintain external lighting is working effectively Ensure external lighting is coming on at appropriate times Check raised walkways are in good condition Ensure gritting on all raised walkways is carried out in adverse weather conditions.	Site Team Site Team Site Team Site Team RT (SENCo)	Ongoing: special consideration during winter months.
Physical Environment	To ensure classrooms are accessible to all pupils – including those with physical / medical needs.	Plan classrooms in accordance to pupil need as outlined in care plans (where required) Organise resources within classrooms to reflect individual pupil needs. Consideration given to hearing / visually impaired and those with physical needs. Use of visual cues. E.g. timetables and emotional thermometers Minimise 'traffic' areas around children with specific needs	RT (SENCo) Teachers Teachers All staff All staff	Monitored throughout the academic year.

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		<p>Ensure furniture meets the needs of the child e.g. height of chairs / tables</p> <p>Ensure resources meet the needs of the child e.g. pencil grips, scissors.</p> <p>Ensure if children require it, then they have easier access to toilets.</p> <p>Where deemed possible, children with physical needs to be taught in classrooms on the ground floor.</p>	<p>All staff Site Team</p> <p>All staff</p> <p>All staff</p> <p>HT All staff</p>	
Evacuation Procedures	To ensure all vulnerable pupils can be safely evacuated – taking into account their individual physical needs.	<p>Emergency Evacuation plan in place – fire routes are suitable for all pupils</p> <p>All staff are aware of children who may have difficulty and therefore require support when evacuating the building due to medical / physical needs.</p> <p>Ensure PEEP plans in place for children with specific physical difficulties and where deemed necessary to specific children.</p> <p>Evacuation drill occur termly, and timings reported to GB Wellbeing committee</p>	<p>HT / Site RT (SENCo)</p> <p>All staff</p> <p>RT (SENCo)</p> <p>HT Site Team All staff</p>	Ongoing: reviewed as part of individual care plan process
Provision for medical and physical needs	To maintain the implementation of risk assessments for children with medical and /or physical disabilities.	<p>Risk assessments are undertaken for the areas that the children with medical and/or physical difficulties with questions posed such as:</p> <p>What are the main difficulties and how might the child be affected by them?</p> <p>What safety measures / improvements can be made to reduce risks to an acceptable level?</p> <p>What steps will be taken in an emergency?</p> <p>Specific training to be undertaken as required. E.g. Anaphylaxis, diabetes, epilepsy</p>	<p>First Aid Team</p> <p>RT (SENCo) School Nursing Service</p>	Ongoing after initial risk assessment is carried out.
	To maintain the school's Intimate care policy in order to ensure children's medical needs	The school will have due regard for children who require intimate care due to a medical and / or physical need.	RT (SENCo)	Ongoing

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	can be supported.			
Communication	To Improve communications between home and school.	<p>Further develop parental use of e-schools.</p> <p>Publish communication through the use of e-schools.</p> <p>Check letters from school so EAL parents can access – identifying the need for translators when deemed necessary</p> <p>Enlarged print for visually impaired parents</p> <p>Ensure parents attend intervention review meetings as part of parents’ evenings which take place three times a year</p> <p>Ensure monitoring and annual review meetings are held for children with EHC plans</p>	<p>RT (SENCo) EW</p> <p>EW</p> <p>RT (SENCo)</p> <p>RT (SENCo)</p> <p>RT (SENCo)</p> <p>RT (SENCo)</p>	<p>Ongoing: Review annually</p> <p>Ongoing: Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing – Termly</p>
	To further Improve the provision of information in a range of formats for disabled pupils.	<p>Assessment of individual needs on intake.</p> <p>Use of specialist communication technology.</p>	<p>RT (SENCo)</p> <p>JB EW</p>	Ongoing - upon arrival