

# Oxley Primary School – School Accessibility Plan 2018 – 2021

Link Governor: Jane Dudley

## 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, visitors, parents, carers</p> <p>Ensure the school staff &amp; governors are aware of access issues.</p>	<p>a) to create access plans for individual disabled children as part of the SEN support plans.</p> <p>b) to ensure staff, visitors and governors can access areas of school used in meetings. Make necessary adjustments to locations where possible. Provide support for access to building.</p> <p>c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>d) Staff to share any information with volunteers and support staff to ensure continuity of care for the children.</p>	<p>Currently in place.</p> <p>Continue to deploy these strategies.</p>	<p>Headteacher</p> <p>Governors</p> <p>SENCo</p>	<p>SEND support plans are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff &amp; governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met. Parents have full access to rooms where they are attending meetings.</p> <p>Volunteers are aware of needs of SEND children at all times</p>
<p>Ensure everyone has access to reception area.</p>	<p>a) ensure that nothing is preventing wheelchair access.</p> <p>b) check the outer door is wide enough for a wheelchair</p> <p>c) Provide assistance to use side entrance if main entrance is too difficult to use.</p> <p>d) Explore the cost of converting side entrance to provide wheelchair access.</p>	<p>Daily check to ensure the area in clear of obstructions</p> <p>Autumn 2019</p>	<p>Premises Officer / FPPP Committee / HT</p> <p>Headteacher SEND Governor</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Wheelchair users are able to access reception area and talk to office staff.</p>
<p>Maintain safe access for visually impaired people</p>	<p>Ensure yellow paint is painted onto edges of front steps.</p> <p>Use high visibility tape to mark important areas such as door handles.</p> <p>Check exterior lighting is working on a regular basis.</p>	<p>In place.</p> <p>Continue to deploy these strategies.</p> <p>As required</p>	<p>Premises Officer / FPPP Committee</p> <p>SENCO/PremisesOfficer</p>	<p>Visually impaired people feel safe in school grounds.</p> <p>Visually impaired children are safe in school and can access building and play equipment safely.</p>

	Carry out specific risk assessments and implement adaptations necessary, should school have a visually impaired child.			
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.  c) Test fire evacuation procedures to ensure disabled children and adults can exit quickly and safely.	As required.	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 Local Authority 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. Premises Officer check.  Quarterly Health and Safety check.	All staff/Headteacher  Health and Safety Governor, Premises Officer	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	As required	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	As required	SENCO & PE co-ordinator	All pupils have access to PE and are able to participate fully.
Review curriculum areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum reviews	In place. Continue to review annually.	SENCO & Headteacher	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. Disabled lift to access Out of School Club.
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### 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	In the event of parents or children with EAL, ask parents about preferred formats for accessing information eg braille, other languages.  Translate key documents and written communications when needed.	As required	SENCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included.