

**Willoughby Road Primary Academy – School Accessibility Plan 2014 – 2017**

**Access to the Physical Environment**

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Timescale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff &amp; governors are aware of access needs</p>	<p>a) to create access plans for individual disabled children as part of the IEP process.</p> <p>b) to ensure staff and governors can access areas of school used meetings</p> <p>c) Annual reminder to parents, carers to let us know if they have problems with access to areas of school.</p> <p>d) circulate information to relevant staff on Access to Work scheme</p>	<p>As required</p> <p>Complete Autumn term 2016</p> <p>Ongoing process</p> <p>Autumn</p>	<p>SENCO / classteacher</p> <p>HoA</p> <p>HoA</p> <p>HoA H&amp;S core</p>	<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</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.</p> <p>Parents have full access to all areas of school .</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) provision of appropriate seating</p> <p>d) Provide a bell on the counter so that wheelchair users can get the attention of staff in the office.</p>	<p>Daily check to ensure the area in clear of obstructions</p> <p>Seating in place Sept 2015</p> <p>Spring term 2015</p>	<p>Site Supervisor / Health &amp; Safety Committee/ HT</p> <p>H&amp;S Committee</p> <p>HoA</p> <p>H&amp;S Committee</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Visitors can sit down if waiting for reception.</p> <p>Ensure clear visibility line for wheel chair users</p>

Maintain safe access for visually impaired people	Check condition of visibility markings Check exterior lighting is working on a regular basis	Ongoing checks	Site Supervisor / Health & Safety Committee	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the 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 c) If a person uses a wheelchair they must not be in a classroom where the emergency exits are appropriate	Spring term 2014  Autumn Term 2014	SENCO  HoA  Reviewed following Fire Drills	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 on appropriate equipment if this becomes necessary	As required	HoA	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 / HoA	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled	Share information with all agencies involved with each child		SENCO	All staff are aware of individual's needs

<b>children's curriculum access</b>	<b>Care plans in place</b>			
<b>All school visits and trips need to be accessible to all pupils</b>	<b>Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible</b>	<b>Ongoing</b>	<b>EVC / SENCO</b>	<b>All pupils are able to access all school trips and take part in a range of activities</b>
<b>Review PE curriculum to ensure PE is accessible to all pupils</b>	<b>Review PE curriculum to include disability sports</b>	<b>Ongoing</b>	<b>SENCO &amp; PE co-ordinator</b>	<b>All pupils have access to PE and are able to excel. Child's T.A. will be there all the time</b>
<b>Review curriculum areas and planning to include disability issues</b>	<b>Include specific reference to disability equality in all curriculum reviews</b>	<b>Ongoing</b>	<b>SENCO &amp; HoA</b>	<b>Gradual introduction of disability issues into all curriculum areas</b>
<b>Ensure disabled children can take part equally in lunchtime and after school activities</b>	<b>Discuss with Out of school Club staff, and people running other clubs after school.</b>	<b>As required</b>	<b>SENCO</b>	<b>Disabled children feel able to participate equally in out of school activities. Disabled lift to access Out of School Club.</b>
<b>Develop links with a special school</b>	<b>Work towards Identifying a local school and consider sharing INSET opportunities.</b>	<b>Summer term 2017</b>	<b>SENCO / HoA</b>	<b>Increased understanding of the opportunities available to the children</b>

### Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<b>Signage around school to be in other languages</b>	<b>Plans for a welcome sign in reception – need to decide which languages to use.</b>	<b>Spring term 2015</b>	<b>HoA / SENCO</b>	<b>ALL People feel they are welcome in school</b>
<b>Inclusive discussion of access to information in all parent/teacher annual meetings</b>	<b>Ask parents about preferred formats for accessing information eg braille, other languages Translation Tool on website to allow multi-</b>	<b>Annually  Ongoing</b>	<b>SENCO / HoA  SENCO/HoA</b>	<b>Staff more aware of preferred methods of communication, and parents feel included. School website accessible to all</b>

	<b>lingual access</b>			
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