

ST NEOT PRIMARY SCHOOL ACCESSIBILITY PLAN

Improving Access to the Curriculum

Target	Action	Timescale	Responsibility	Success criteria
Develop range of learning resources that are accessible for students with different disabilities	Advice from Education Psychologist Service	Ongoing	SENCo/Headteacher	Sufficient and suitable resources are available
Teachers develop their knowledge of different teaching and learning styles. Identify suitable professional development opportunities.	Advice from Education Psychologist Service	Ongoing	SENCO/Headteacher	CPD ensures practices are current. Higher attainment for students with SEN/disabilities
Disability Equality issues are incorporated into Citizenship curriculum	Review PSHE Curriculum	Ongoing	SENCo/Headteacher	Students have greater understanding of disability issues
Ensure support staff have specific training on disability issues	Identify training 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	Share information with all agencies involved with each child via IEPs	As needed	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	Oncoming	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's TA 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	As required	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school	Discuss with After school Club staff, and people running other clubs after	As required	SENCO	Disabled children feel able to participate equally in out of school activities.

activities	school. Support would have to be available – especially after school.			
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Improving Access to the Physical Environment

Target	Action	Timescale	Responsibility	Success criteria
To be aware of the access needs of disabled children, staff, governors and parents /carers	a) to create access plans for individual disabled children as part of the IEP process.	As required	SENCO / class teacher	IEP's are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school.
Ensure the school staff & governors are aware of access issues	b) to ensure staff and governors can access areas of school used meetings	Ongoing process	Headteacher	
	c) Annual reminder to parents/carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing	Headteacher	
			Headteacher / H&S committee	
Maintain safe access for disabled people	Check condition of yellow paint on step edges regularly Check exterior lighting is working on a regular basis Put padding on pillars	Ongoing checks	Site Supervisor / Health & Safety Committee SENCO/Site Supervisor	Disabled people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year.
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	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

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
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Improving Access to Information

Target	Action	Timescale	Responsibility	Success criteria
Make information more accessible to pupils and parents via the website	Incorporate website links	Ongoing	Admin	Information is freely available
Signage around school to be in other languages	Plans for a welcome sign in reception – need to decide which languages to use.	As required	Headteacher / SENCO	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages	As required	SENCO / Headteacher SENCO/Headteacher	Staff more aware of preferred methods of communication, and parents feel included.