

Magdalen C of E / Methodist Primary School – School Accessibility Plan 2019 - 2022

Access to the Physical Environment

| <u>Targets</u>   | <u>Strategies</u>  | <u>Timescale</u>  | <u>Responsibility</u>   | <u>Success Criteria</u>   |
|--|--|---|---|---|
| <p>To meet the access needs of disabled children, staff, governors and parents, carers.</p> <p>Ensure the school staff &amp; governors are aware of access issues.</p> | <p>a) to create access plans/ use EHC information for individual disabled children as part of the SEN process.</p> <p>b) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>c) circulate information to relevant staff on Access to Work scheme</p> <p>d) Staff to share Learning Plan/ necessary information with volunteers and support staff to ensure continuity of care for the children</p> | <p>As required</p> <p>Ongoing process</p> <p>In place Autumn term 2019</p> <p>Learning Plans for children with specific access issues to be in place as soon as possible on entering school.<br/>Learning Plans updated three times per year.</p> | <p>SENCO / class teacher / SEST</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher / H&amp;S committee</p> <p>SENCO</p> | <p>Learning/ support plans/ Health and Care plans are in place for disabled pupils, and all staff are aware of pupils' needs. All information in place for all SEN children as necessary. 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>Access to Work Information in Staff Handbook and on staffroom notice board.</p> <p>Volunteers are aware of needs of SEN 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) provision of appropriate seating</p> <p>c) Ensure that bell is regularly checked.</p>  | <p>Daily check to ensure the area in clear of obstructions</p> <p>Seating in place</p> <p>Bell checked regularly.</p>   | <p>Site Supervisor / Health &amp; Safety Committee/ HT</p> <p>H&amp;S Committee</p> <p>Headteacher</p>                        | <p>Disabled parents / carers / visitors feel welcome.</p> <p>Visitors can sit down if waiting for a meeting.</p> <p>Wheelchair users aren't waiting because staff sitting</p>   |

|   |  |   |  |   |
|---|--|---|--|---|
|   |  |   | H&S Committee  | in the office can't see them.   |
| Maintain safe access for visually impaired people   | Check condition of yellow paint on step edges regularly.<br>Check exterior lighting is working on a regular basis<br>Markers placed around school to help visually impaired child in negotiation with SEST.  | Ongoing checks<br><br>Ongoing   | Site Supervisor / Health & Safety Committee<br><br>SENCO/Site Supervisor   | Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year.<br>Child access markers around school.   |
| Ensure all disabled people can be safely evacuated  | a) Ensure there is a personal emergency evacuation plan for all disabled pupils.<br>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the EHCP/ Learning Plan information.<br>c) If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps. | By end of Autumn 1 2019. If new children with a disability requires an Emergency Evacuation Plan, this must be in place no later than 3 weeks after entry to school.<br><br>Yearly checks that any plans remain relevant. | SENCO<br><br>Headteacher to remind staff<br><br>SENCO/Headteacher to remind staff to use a more appropriate classroom if this situation arises | 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.<br>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 SEST 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   | 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 / Headteacher                  | Raised confidence of support staff  |
| Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access | Staff to use information on provision map regarding individual children. Share information with all agencies involved with each child.         | Ongoing          | 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 continue to ensure PE is accessible to all pupils.                    | Review PE curriculum to include disability sports  | Yearly review    | SENCO & PE co-ordinator              | All pupils have access to PE and are able to excel. Support will be available as necessary. |
| Revise curriculum areas and planning to include disability issues                             | Include specific reference to disability equality in all curriculum reviews  | Yearly review    | Subject Leaders, SENCO & Headteacher | Ensure curriculum needs are met for all children with a disability.                         |
| Ensure disabled children can take part equally in lunchtime and after school activities       | Discuss with after school club staff, including Kidz Club and people running other clubs after school. Support available as necessary. school. | As required      | Staff involved in running clubs.     | Disabled children feel able to participate equally in out of school activities.             |

Access to information

| <u>Targets</u>   | <u>Strategies</u>   | <u>Timescale</u> | <u>Responsibility</u> | <u>Success Criteria</u>   |
|--|---|------------------|-----------------------|---|
| Signage around school to be in other languages   | Plans for a welcome sign in reception – need to decide which languages to use.            | Spring term 2020 | Headteacher / SENCO   | ALL People feel they are welcome in school.   |
| Inclusive discussion of access to information in all parent/ teacher annual meetings as necessary. | Ask parents about preferred formats for accessing information eg braille, other languages | Annually         | SENCO / Headteacher   | Staff more aware of preferred methods of communication, and parents feel included. School website is accessible to all. |