

Woodfield Primary School



Access Plan

Reviewed January 2017
Next Review Due January 2020

Woodfield Primary School
Access Plan January 2014 to December 2016

Access to the Physical Environment

	Targets	Actions	Timescale	Responsibility	Success Criteria
Short term	<ul style="list-style-type: none"> • School is aware of the access needs of disabled children, staff and parent/carers • School staff are better aware of access issues 	<ul style="list-style-type: none"> • Create access plans for individual children as part of IEP process, when and where necessary • Produce audit of pupils with a disability • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings etc. • Include question in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 	<p style="text-align: center;">As necessary</p> <p style="text-align: center;">Spring 2017</p> <p style="text-align: center;">Summer 2017</p> <p style="text-align: center;">Sep 2017</p>	<p style="text-align: center;">NF</p> <p style="text-align: center;">NF</p> <p style="text-align: center;">HH</p> <p style="text-align: center;">HH</p>	<ul style="list-style-type: none"> • Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. • Raised awareness of disability in the work place • Raised confidence of staff and governors in their commitment to meet access needs. • All parents able to fully access all school activities

	Targets	Actions	Timescale	Responsibility	Success Criteria
	<ul style="list-style-type: none"> • Improve environment and access for disabled people 	<ul style="list-style-type: none"> • Replace external light bulbs immediately when blown. • Improve and maintain disabled toilet and changing facilities. • Get advice on appropriate colours/styles for signs and paintwork 	<p>As required</p> <p>As required</p> <p>As required</p>	<p>JM/MH</p> <p>JM/MH</p> <p>JM/MH</p>	<ul style="list-style-type: none"> • Safety for the visually impaired is improved within the school environment • Access around the school site is improved.
	<ul style="list-style-type: none"> • Ensure that all disabled pupils can be safely evacuated 	<ul style="list-style-type: none"> • Put in place Personal Emergency Evacuation Plans for identified pupils, where and when necessary. • Develop a system to ensure all staff are aware of their responsibilities in relation to evacuation of disabled people. 	<p>As necessary</p> <p>Jan 2017</p>	<p>NF</p> <p>HH/NF</p>	<ul style="list-style-type: none"> • All disabled children and staff working with them are safe and confident in the event of a fire.

	Targets	Actions	Timescale	Responsibility	Success Criteria
Long term	<ul style="list-style-type: none"> • Ensure all fire escape routes are suitable for all • Ensure lighting in school is suitable for all. • To make improvements to the acoustic environment • Make entry to school more accessible for wheelchair users and others. 	<ul style="list-style-type: none"> • Request advice from Doncaster LA Planning Department. • Install additional ramps on all external fire doors as appropriate • Explore daytime lighting as an option across school. • Audit of acoustics across school • Request advice from LA Planning Department (received) 	When funding available	<p>JM/HH</p> <p>JM/MH</p> <p>JM/HH</p> <p>JM/HH</p> <p>JM/HH</p>	<ul style="list-style-type: none"> • All common facilities are located on the ground level, with ramp access. • Lighting across school is suitable for all pupils and adults. • Acoustic environment is suitable for all pupils and adults. • Disabled pupils and visitors are able to access the main areas of the school

Access to the Curriculum

	Targets	Actions	Timescale	Responsibility	Success Criteria
Short term	<ul style="list-style-type: none"> Ensure all teachers and LSA's have access to specific training on disability issues 	<ul style="list-style-type: none"> Use staff audit to identify training needs and inform Professional Development process. CPD as highlighted on audit Explore NCB website re: disability 	Ongoing	<p>KH</p> <p>KH</p> <p>NF</p>	<ul style="list-style-type: none"> Raised confidence of teachers and LSA's in strategies for differentiation and increased pupil participation.
	<ul style="list-style-type: none"> Ensure all staff are aware of disabled pupils' curriculum access. 	<ul style="list-style-type: none"> Set up system for information to be shared with appropriate staff (including MSA's) Display information relating to individual pupils' needs in staff room. PDM to discuss reasonable adjustments in behaviour policy for disabled pupils. 	<p>As necessary</p> <p>As necessary</p> <p>As necessary(see Behaviour and Inclusion Policy)</p>	<p>NF/HH</p> <p>All staff to update</p> <p>NF/HH</p>	<ul style="list-style-type: none"> All staff aware of individual pupils' access needs. All staff are aware of individual care plans for pupils with specific allergies, medical needs.
	<ul style="list-style-type: none"> Ensure all staff are aware of, and able to use, SEN 	<ul style="list-style-type: none"> Audit all SEN ICT and other resources and make 	Summer 2017	NF	<ul style="list-style-type: none"> Wider use of SEN resources in mainstream classes.

	software and resources	list available to all staff.			
	Targets	Actions	Timescale	Responsibility	Success Criteria
	•	• Run individual training sessions on use of SEN resources.	As required	NF	
Medium term	• Review all curriculum areas to include disability issues in relation to the requirements of the Equality Act.	<ul style="list-style-type: none"> • Include specific reference to disability equality in all curriculum reviews. • Equality Impact-Access all school policies on a rolling programme. 	Ongoing	KH	<ul style="list-style-type: none"> • Gradual introduction of disability issues into all curriculum areas through an agreed Equality Impact Assessment cycle.
Long term	• Ensure all staff have undertaken disability equality training.	<ul style="list-style-type: none"> • Set up training for SLT/all staff on Equality Act and Disability Discrimination Act. • Ensure new staff access similar CPD courses. 	tbc	<p>NF/KH</p> <p>NF/KH</p>	<ul style="list-style-type: none"> • All staff work from a disability equality perspective.

Access to information

	Targets	Actions	Timescale	Responsibility	Success Criteria
Short term	<ul style="list-style-type: none"> Review information to parents/carers to ensure it is accessible 	<ul style="list-style-type: none"> Consult parents/carers about access needs when child is admitted to school. Review all letters home to check that they are accessible. Produce newsletter in alternative formats e.g. large print, braille according to need. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>NF/MB</p> <p>HH/JM</p> <p>JM</p>	<ul style="list-style-type: none"> All parents receive information in a format that is accessible
	<ul style="list-style-type: none"> Inclusive discussion of access to information in all annual reviews 	<ul style="list-style-type: none"> Consult with parents/carers and children about access to information and preferred formats in all reviews. Develop strategies to meet needs. 	<p>Ongoing</p> <p>As required</p>	<p>NF</p> <p>NF</p>	<ul style="list-style-type: none"> Staff more aware of pupils' preferred methods of communication.
Medium term	<ul style="list-style-type: none"> Ensure website/apps are accessible and provide links to support families with additional needs. 	<ul style="list-style-type: none"> Review and maintain website to ensure it explicitly welcomes disabled children and those with SEN. Review apps to ensure they meet the needs of 	<p>Ongoing</p>	<p>HH/JM</p>	<ul style="list-style-type: none"> All forms of communication are accessible to all families.

		all children and families with SEN			
	Targets	Actions	Timescale	Responsibility	Success Criteria
Long term	<ul style="list-style-type: none"> • Heighten awareness of mainstream staff in relation to strategies and procedures employed by external partners and organisations for pupils with SEND • Ensure all policies reflect disability awareness. • Ensure school improvement plan reflects disability awareness. 	<ul style="list-style-type: none"> • Provide training • Review of policies • Review of SIP 	<p>As required (see PDM schedule)</p> <p>As required</p> <p>Yearly</p>	SALTOT/ASCETS/Educational Psychology Service	<ul style="list-style-type: none"> • Increased confidence of staff in supporting pupils with SEND within mainstream