

Holymead Primary School Access Plan March 2018-2020

Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibility	Success criteria
Short term	1.School is aware of the access needs of disabled children, staff and parents/carers	a) Create Access Plans for individual disabled children as part of IEP process	On-going	SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
		b) Use confidential survey (on the Source) for staff and governors to ascertain access needs and make sure they are met in meetings etc.	July 2018	Headteacher	Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings.
		c) Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	On-going	SBM/ Headteacher	Parents able to access fully all school activities.
	2.School staff are better aware of access issues	a) Ensure relevant staff are aware of Environment Access Standard	On-going	Headteacher	Access issues not influencing recruitment and retention decisions.
		b) All contractors doing R&M to work to BCC Environment Access Standard	On-going	Headteacher	On-going improvements in access to all areas in R&M works.

	Targets	Strategies	Timescale	Responsibility	Success criteria
	3. To ensure disabled children are placed in classrooms where their needs can be met.	c) If necessary avoid placing pupils in reception rooms at the rear of infant site.	On-going	Headteacher/ Bursar	Access needs of all children addressed.
	4. Ensure that all disabled pupils can be safely evacuated.	d) Put in place Personal Emergency Evacuation Plans for all children who need them	On-going	SENCO	All disabled children and staff working with them are safe and confident in event of evacuation/lock down.
	Targets	Strategies	Timescale	Responsibility	Success criteria
Medium term	1. Repaint classrooms in colours with suitable contrasting woodwork.	a)) When classes are painted under R & M, include contrasting colours for skirting boards, door frames and door handles.	On-going	Headteacher	Colour schemes that support teaching, learning and behaviour. Classes accessible for visually impaired pupils.
Long term					
	1. Redesign the reception area to make it more accessible and welcoming.	Investigate cost of re-designing the main entrance to make it accessible as currently steps. Highlighted on H&S TU report	BCC surveyor has been to view area. Follow up email to be sent March 2018	Headteacher Surveyor Contractor	All disabled people able to access reception and enter independently.

Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Short Term	1. Ensure LSAs have access to specific training on disability issues	a) Use PM to identify LSA training needs and inform Professional Development process b) LSAs to access relevant training each year	On-going INSET training on Autism Sept 2017	SENCO “	Raised confidence of LSAs . "
	2. Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children b) Share all relevant information through staff meetings	On-going	SENCO "	All staff aware of individual pupils' access needs. "
	3. Ensure disabled children participate equally in after school and lunch time activities	Survey participation in activities at lunch and after school by disabled children	On-going	Deputy head	Disabled children confident and able to participate equally in out of school activities.
	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium Term	1. Review all curriculum areas to include disability issues	a) Include specific reference to disability equality in all curriculum reviews b) Share resources – books/posters etc at staff meeting	On-going	Deputy Head/ Headteacher SENCO	Introduction of disability/equality issues into all curriculum areas.
	2. Develop and maintain links with local special schools/units to improve understanding of curriculum	a) Organise opportunities for Special Needs LSAs to observe at local special schools or units.	On-going	SENCO	Increased confidence of staff in developing their curriculum area accessibly.
Long Term	1. Ensure all staff have been updated in disability/ equality	a) Ensure new staff access CPD courses b) Share Access plan in	On-going	Deputy Head	All staff work from a disability equality perspective.

	training	staff meeting			
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Access to Information

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Short Term	1.Review information to parents/carers to ensure it is accessible	a) Review all letters home to check reading age/Plain English b) Produce newsletter in alternative formats e.g. large print on request	On-going	Headteacher "	All parents getting information in format that they can access.
	2. Inclusive discussion of access to information in all annual reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews	On-going	SENCO	Staff more aware of pupils' preferred methods of communication.
	3. To use paper for photocopying suitable for needs eg colours for dyslexic pupils.	Bursar to order necessary paper.	On-going	Bursar	Paperwork clearly accessible to all children and adults.
Medium Term	Targets	Strategies	Timescale	Responsibilities	Success criteria
	1. Children become more aware of their own learning styles and access needs	a) Include access to information in Circle Time b) Encourage pupils to express their access needs and explore	On-going On-going	All teachers "	Children able to articulate their access needs and understand their own learning styles.

		learning styles. DART-making pupils aware of next steps.			
	2. Classrooms have visual time table for the day so pupils can see what they are going to be learning and when lunchtime etc is	a) Go through visual time table at the start of the day	On-going	All teachers	Children understand what is going to be happening and when so they are aware of routines and changes to routines
	Targets	Strategies	Timescale	Responsibilities	Success criteria
Long Term	1. Review signs in school to include Makaton Symbols as and when necessary.	a) Written signs include Makaton symbols b) Put symbols onto displays to enhance text	As and when required.	Headteacher	Every one can understand signage and find way around school.