

St David Haigh & Aspull CE Primary Access Plan 2014 - 2017

Access to the Physical Environment					
	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	<ul style="list-style-type: none"> School is aware of the access needs of disabled children, staff and parents/ carers School staff are better informed of access issues. 	<ul style="list-style-type: none"> Create access plans for individual children who have mobility needs as part of IEP process, when and where necessary. Undertake confidential survey of staff and governors to ascertain access needs and ensure that these are met. Include questions in the confidential pupil information questionnaire about parent/ carers access needs and where possible ensure these needs are met. 	As required	SF	<ul style="list-style-type: none"> Individual plans in place for disabled children and all staff aware of all pupils' access needs. Raised confidence of staff and governors in their commitment. Parents access needs, where possible are met.
			Nov 2014	CB	
			Ongoing	CG/ CB	
			When required	Caretaker	
	When required	CG	<ul style="list-style-type: none"> Safety for the visually impaired is improved within school 		
Ongoing	CB/ CG	<ul style="list-style-type: none"> All school users aware of the safest route into school. 			
	<ul style="list-style-type: none"> Improve signage and external access for visually impaired people 	<ul style="list-style-type: none"> Replace external light bulbs immediately when not operating Seek advice on signage when renewing or putting in signs; including listed consent due to the building and conservation site of the school. Make explicit throughout the year that all pedestrians must use the block paved walk way to school. 			
	<ul style="list-style-type: none"> Ensure that all pupils 	<ul style="list-style-type: none"> Put in place Emergency 	As required	SF/ CB/ CG	<ul style="list-style-type: none"> All disabled children

	can be safely evacuated	evacuation Plans for identified pupils with mobility or additional needs ie visual impairment			and staff working with them are safe and confident about procedures in the event an evacuation is required.
Medium to Long Term	<ul style="list-style-type: none"> • Improve the entrance to school. • Ensure all fire escape routes are suitable for all 	<ul style="list-style-type: none"> • Seek LCVAP grant to improve the cobbled surface and make the main entrance route safer for all users. • Advice to be given by H & S, Fire Service, Norfolk property Services Checks undertaken as per schedule. Act on advice given 	<p>Spring 2015 apply for LCVAP for 2015 – 16</p> <p>2015-16</p>	<p>Governors CB EC Harris</p> <p>H & S Wigan Fire Service NPS</p>	<ul style="list-style-type: none"> • Improved and safer access for all users including access to the Parish hall. • Escape routes accessible by all.
Access to the Curriculum					
Short Term	<ul style="list-style-type: none"> • Ensure teachers and support staff have access to specific training or services to meet the needs of individual pupils. 	<ul style="list-style-type: none"> • Identify children with specific needs and ensure staff working with identified children, have the necessary skills and training. • Ensure staff have transition meetings at the end of the year for children with specific needs to support continuity. • If a child has 1:1 support, where possible, ensure the Learning Support Assistant follows them through school to ensure continuity. 	Ongoing	CB RW SF	<ul style="list-style-type: none"> • Raised confidence for staff • Continuity for children.
	<ul style="list-style-type: none"> • Ensure all staff are 	<ul style="list-style-type: none"> • SEND Co-ordinator to circulate 	Spring 2015	RW	<ul style="list-style-type: none"> • Wider use of SEND

	aware of, and able to access, SEND software and resources.	list of all resources. Provide training where staff not familiar.	and ongoing		resources across the school, appropriate to the needs and ability of the child.
Medium - Long term	<ul style="list-style-type: none"> Review all curriculum areas to include disability issues in the policies. 	<ul style="list-style-type: none"> When reviewing policies include reference to disability equality. 	Ongoing	All Staff	<ul style="list-style-type: none"> All curriculum policies include reference to disability equality.
Access to Information					
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 a child is admitted to school. Review all letters home to check that they are written in 'Plain English'. Use of large print for an adult who is visually impaired. 	Ongoing Ongoing Ongoing	CG/ CB CB/ RW/ CG CG	<ul style="list-style-type: none"> All parents / carers able to access information
Medium – Long Term	<ul style="list-style-type: none"> Ensure parents are fully informed in relation to strategies and procedures undertaken in school to support children with SEND. Includes support from outside professionals. 	<ul style="list-style-type: none"> As part of Care plans ensure parents/ carers fully informed as to provision. Informal teacher – parent/ carer meetings. Meetings with SEND SL and LM timetabled. 	Ongoing for all	All staff RW SF	<ul style="list-style-type: none"> Parents/ carers fully informed as to the support their child is receiving. Improves Home/ School Partnership.