

# St John's Angell Town CE Primary School Accessibility Plan September 2016

## Physical Access

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>To be aware of the access needs of disabled children, staff, governors, parents and carers</p> <p>Ensure the school staff &amp; governors are aware of access issues</p>	a) Ensure class context sheets state the individual needs of disabled pupils	As required	SENCO / Class Teacher	Staff are aware of pupil needs.
	b) Ensure staff and governors can access areas of school used for meetings	Complete Autumn term 2016	HT	Volunteers are aware of the needs of SEN children.  Staff and Governors are confident that their needs will be met.
	c) Send annual reminders to parents, carers via the school newsletter requesting that they let us know if they have difficulties when accessing areas of the school	Ongoing process	HT/Office Administrator	A lift is available to the ground, first and second floor.  Monitored to ensure any new needs arising are met.
	d) Circulate information to relevant staff on Access to Work scheme	In place Autumn term 2015	HT/SBM	Parents have full access to all areas of school.  Access to Work Information in Staff Handbook and on staffroom notice board.

<p><b>Ensure support is given to those who have reduced mobility</b></p>	<p>a) <b>Specialist chairs provided for members of staff</b></p> <p>b) <b>Provide staff with comfort or exercise breaks</b></p> <p>c) <b>Support from Lambeth Occupational Health</b></p> <p>d) <b>Have regular meetings with line manager</b></p>	<p><b>As required</b></p> <p><b>As required/appropriate</b></p> <p><b>As required</b></p> <p><b>As required</b></p>	<p><b>HT/SBM</b></p> <p><b>HT</b></p> <p><b>HT/SBM</b></p> <p><b>HT/SLT</b></p>	
<p><b>Ensure disabled water closets are accessible</b></p>	<p>a) <b>Disabled toilets located on every floor</b></p> <p>b) <b>Specialist toilet seat available if required</b></p>	<p><b>Sept 2016</b></p> <p><b>Sept 2016</b></p>	<p><b>Elliotts/building contractor</b></p> <p><b>SENCO</b></p>	<p><b>Water closets are appropriate and easy to access from various locations within the building.</b></p>
<p><b>Ensure everyone has access to the main reception area</b></p>	<p>a) <b>Ensure that nothing is preventing wheelchair access</b></p> <p>b) <b>Check the outer door is wide enough for a wheelchair</b></p> <p>c) <b>Ensure there is appropriate seating</b></p> <p>d) <b>Ensure that the reception counter is low enough for wheelchair users to see and communicate with the office staff</b></p>	<p><b>Daily check to ensure that the area is clear of obstructions</b></p> <p><b>September 2016</b></p> <p><b>Seating in place Sept 2016</b></p> <p><b>September 2016</b></p>	<p><b>Premises manager</b></p> <p><b>Elliotts/building contractor</b></p> <p><b>H/T</b></p> <p><b>Elliotts/building contractor</b></p>	<p><b>Disabled parents / carers / visitors feel welcome.</b></p> <p><b>Visitors can sit down if waiting for reception.</b></p> <p><b>Visitors have the option to sit while waiting for the receptionist.</b></p> <p><b>Wheelchair users are visible to office staff, ensuring that they are not neglected.</b></p>

<p><b>Maintain safe access for the visually impaired</b></p>	<p><b>Check condition of yellow paint on step edges regularly</b></p> <p><b>Check exterior lighting is working on a regular Basis</b></p> <p><b>Put black/yellow hazard tape on poles at end of play equipment to help visually impaired pupils as required</b></p>	<p><b>Ongoing</b></p> <p><b>Ongoing check</b></p> <p><b>As required</b></p>	<p><b>Premises Officer</b></p> <p><b>Premises Officer</b></p> <p><b>Premises Officer</b></p>	<p><b>Visually impaired people feel safe in school grounds.</b></p> <p><b>Area is well lit and accessible.</b></p> <p><b>Child knows where equipment ends</b></p>
<p><b>Ensure all disabled people can be safely evacuated</b></p>	<p><b>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</b></p> <p><b>b) ensure all staff are aware of their responsibilities in an evacuation</b></p>	<p><b>Autumn 2016</b></p> <p><b>Autumn 2016</b></p>	<p><b>SENCO/SBM</b></p> <p><b>SENCO, Fire Wardens, Premises officer, HT</b></p>	<p><b>All disabled pupils and staff working with them are safe in the event of a fire.</b></p> <p><b>There is constant supervision for disabled children who would need help in the event of an evacuation.</b></p> <p><b>Disabled people in wheelchairs can be evacuated quickly and easily.</b></p>
<p><b>Provide sound field equipment in classrooms to support pupils with a hearing impairment</b></p>	<p><b>Take advice on appropriate equipment if this becomes necessary</b></p>	<p><b>As required</b></p>	<p><b>SENCO/HT</b></p>	<p><b>All children have access to the curriculum.</b></p>

<p>Ensure that staff receive training for:</p> <ul style="list-style-type: none"> <li>• Safeguarding and child protection.</li> <li>• First Aid</li> <li>• Fire procedures</li> <li>• Epi-Pen and asthma pump use</li> </ul>	<p>a) All staff to access 'Educare' online training</p> <p>b) All staff to participate in fire drills</p> <p>c) New staff members to be trained (all training was completed between 2014/2015)</p>	ongoing	Health and safety audits to take place.	Staff are fully aware of health and safety issues and are able to respond accordingly.
<p>Ensure that fire exits around the school are suitably accessible for people with a disability.</p>	<p>Ensure staff are aware of need to keep fire exits clear.</p>	Daily	All staff/HT	All disabled personnel, pupils and visitors can access fire exits.

### Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>Ensure all staff are aware of how pupils with a disability are accessing the curriculum</p>	<p>a) Team SEN briefing meetings to take place weekly.</p> <p>b) Staff to share advice and information given from outside agencies</p> <p>c) Staff training/courses</p>	Ongoing	SENCO, Class teachers, SLT	All staff are aware of the individual needs of pupils.
<p>Ensure support staff have specific training on disability issues</p>	<p>Identify training needs at Meetings or during staff appraisals</p>	Ongoing	SENCO/HT	Increased knowledge & raised confidence of support staff.

<b>All school visits and trips need to be accessible to all pupils</b>	<b>Ensure venues and means of transport are risk assessed for suitability.</b>	<b>Ongoing</b>	<b>SENCO</b>	<b>All pupils are able to access all school trips and take part in a range of activities.</b>
<b>Review PE curriculum to ensure PE is accessible to all pupils</b>	<b>Review PE curriculum to include disability.</b>	<b>Spring term 2016</b>	<b>SENCO &amp; PE Co-ordinator</b>	<b>All pupils have access to PE and are able to excel.</b>  <b>Pupils that require T/A or one-to-one support will be supported throughout the session.</b>
<b>Review curriculum areas and planning to include disability issues</b>	<b>Include specific reference to disability equality in all curriculum reviews.</b>	<b>Ongoing</b>	<b>SENCO, class teacher, HT, DHT, AH</b>	<b>Gradual introduction of disability issues into all curriculum areas.</b>
<b>Ensure disabled children can take part equally in breakfast club and after school activities</b>	<b>Discuss with after school provider &amp; staff responsible for the breakfast club. If one-to-one support is required, parents may need to contact social care, as the provision is outside of compulsory timings of the school day.</b>	<b>Ongoing</b>  <b>As required</b>	<b>SENCO, HT, Breakfast &amp; afterschool providers</b>	<b>Disabled children feel able to participate equally in out of school activities.</b>
<b>Develop links with other SENCO's within the BLC</b>	<b>Consider sharing INSET opportunities.</b>	<b>Ongoing</b>	<b>SENCO, HT, DHT, AH</b>	<b>Increased opportunities for continued professional development and promoting of shared practice.</b>

## Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Signage around school to be in other languages and braille if that becomes required	Place bilingual welcome signs in reception.	Autumn 2015	Headteacher/ SENCO	ALL People feel they are welcome in school
	Appropriately place braille signs for visually impaired members of the school community who require it.	As required	School premises officer, SENCO, HT, DHT AH	
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages	Annually	SENCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included.
	Translation Tool to be added to school website to allow multilingual access.	Autumn 2016	SENCO, HT, DHT, School website coordinator	School website will become accessible to all.

### OTHER DOCUMENTATION RELEVANT TO THE ACCESSIBILITY PLAN:

Emergency Evacuation Policy  
 Personal Emergency Evacuation Plan  
 Inclusion Policy  
 SEND Policy  
 Equalities Policy  
 School Improvement Plan