

Grange Community Junior School



Access Plan Feb 2018

1 Introduction

This plan sets out how the school will deliver equality of opportunity for pupils, staff and parents with disability

Access to the premises

Target	Strategy	Success criteria	Responsibility	Timescale
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access	IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues	SENCO HT	As required Induction and on-going if required Annually Recruitment process
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	Re-designed buildings are usable by all	HT/ Governors/ Site manager/ School Surveyor	As required
Ensure access to reception area to all	Improve access to reception area as required	Disabled parents/carers/visitors feel welcome	Head/ Governors/ Site manager/	As required
Classrooms are optimally organised for disabled pupils	Specific needs identified prior to admission and appropriate facilities provided	Pupils able to access fully all class activities	HT/SENCo	As necessary dependent upon pupil intake
signage and external access for visually impaired people	Yellow strip mark step edges	Visually impaired people feel safe in school grounds	Site manager	As required
Steps are made to reduce background noise for hearing impaired pupils such as considering a room's acoustics or noisy equipment Ensure hearing equipment in classrooms to support hearing impaired	Specific needs identified prior to admission and appropriate facilities provided Seek support from LA hearing impaired unit on the appropriate equipment	Floor carpeted	SENCo	As required
Access to computer technology is appropriate for pupils with disabilities	Specific needs identified prior to admission and appropriate facilities provided Purchase of ipads/kindle for SEN pupils Alternative equipment in place to ensure	Hardware and software available to meet the needs of children as appropriate Programmes adapted for use e.g. large text, talking text	SENCo/ICT manager	As required

Target	Strategy	Success criteria	Responsibility	Timescale
	access to all hardware Liaise with necessary professionals on information with regard to the visual impaired and hearing impaired pupils	Ipads in place with appropriate apps		
Emergency and evacuation systems are set up to inform ALL staff and pupils including pupils with SEN and disability.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities Alarms with both visual and auditory components considered and adopted as necessary dependent upon pupil intake Pupils with autism practice and special consideration made for loud noises	All disabled pupils and staff working alongside are safe in the event of a fire	SENCo	As required Each Sept
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Egress routes visual check	All disabled staff, pupils and visitors able to have safe independent egress	LA / HT/H & S officer Caretaker	On-going and as required and as appropriate Monthly site check
Pathways of travel around the site and parking arrangements are safe; routes are logical and well signed	See H & S policy See travel plan Restricted vehicular access to school at beginning and end of end. Gate surrounding car park Signage on school Access point to grass assembly point for wheelchairs Ramp to main entrance Path way to back gate needs overlap due to tree roots	All pathways accessible including for wheelchairs	HT/Caretaker	As required

Access to information

Target	Strategy	Success criteria	Responsibility	Timescale
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	All parents receive information in a form that they can access All parents understand what are the headlines of the school information	School Office staff	During induction On-going
Information is presented to groups in a way in which it is user friendly for people with disabilities e.g. reading aloud	Ask parents about access needs when child is admitted Information is provided in large print if necessary	All parents and pupils get information in format they can access	School office staff	During induction On-going
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	Excellent communication	School office staff	As required
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Staff produce their own information	SENCO	On-going
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	Staff more aware of pupils preferred method of communications	SENCO	On-going

Access to the curriculum

Target	Strategy	Success criteria	Responsibility	Timescale
Increase confidence of staff in differentiating curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	Raised staff confidence in strategies for differentiation and increased pupil participation All pupils make progress Visible learning used to enhance learning experience for all	HT/SLT/SENCO/ Teachers	On-going and as required
Ensure classroom support staff have specific training on disability issues	Set up a system of individual IEP (access) plans for disabled pupils when required Information sharing with all agencies involved with child	Raised confidence of support staff	SENCO	As required
Use ICT software to support learning	Make sure software installed where needed	Wider use of SEN resources in classrooms	SENCO/ICT Manager	As required
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness/Specific needs assessed/ Risk assessment undertaken Use of pupil premium grant to help funds access to any curricular visits/trips	All pupils in school able to access all educational visits and take part in a range of activities Person appointed responsible for medication Venues informed	All teachers/SAO/ SENCO/EVC	As required
There are high expectations of all pupils Lessons provide a level of challenge and success for all pupils	Train staff in appropriate T & L strategies/pedagogy (visible learning) Apply teaching and learning policy consistently Apply behaviour policy consistently	All pupils receive quality teaching and learning	All teachers	On-going Regular monitoring through data, scrutiny and lesson observation
Staff allow pupils additional time to access tasks	Pupils to work at own pace (steps approach) Train teacher to be aware of giving pupils dedicated time for intervention and reflection) DIRT Ensure provision map shows how pupils are catering for (additional needs)	Pupil achieve appropriately as measured against targets and national expectations	All teachers/SENCo	Ongoing
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Pupils given units of multisport tasks to include disabled access (e.g. bell ball)	All to have access to PE and be able to excel	PE leader	In place Aut 15 then ongoing