



Haymerle School

Accessibility Plan

| <u>Aim</u> | <u>Target Outcomes To achieve Aim</u> | <u>Action</u> | <u>Lead Officer</u> | <u>Cost Implications</u> | <u>Monitor</u> | <u>Review and Progress / notes</u> |
|---------------------------------------|--|---|---------------------|--------------------------|---|------------------------------------|
| <u>Access to physical environment</u> | School aware of the access needs of the pupils, staff and parents / carers | Information collected through admissions forms for pupils including questions for parents/ carers needs | Admin team | Admin time | Annual update of pupil, staff and parent information | |
| | | Admin team to review admissions forms and amend as needed | Admin team | | | |
| | | Provision map to be updated to include access needs and management. | Admin team | | | |
| | | Annual audit if staff data – include voluntary provision of disability information | Admin team | | | |
| | Review Signage systems across the school | Review provision of assisted language support across school | SALT SLT | Communication Budget | Half termly monitor by senior TAs around shared areas | |
| | | Update communication policy as needed to ensure shared vision of policy and practice | SLT SALT | | Class teams responsible for classrooms | |

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| | Wheelchair/ disability access to garden area i.e. paving extended in to the garden. | Identify options for permanent signage to replace temporary signage | SLT SALT SBM | | | |
| | | Paving to be laid in garden area to support people using wheelchairs or people having movement difficulties. | SBM | Premises | Upkeep | |
| <u>Access to the curriculum</u> | Ensure that ICT equipment hardware and software is appropriate in supporting all pupils needs. | Monitor EHCP / Statements for guidance re pupils needs | SLT | | Curriculum committee Reports | |
| | Ensure all staff are aware of and able to use software and resources (e.g. Communication in Print) | Staff and class teachers to be made aware of needs of pupils new to class or ensure they have accessed pupils care plans | HT / Class teachers | | | |
| | | ICT needs evident on Pupil profiles | Class teachers | CPD costs, cover to support mentoring as required | Link Governor to review provision. | |
| | | ICT manager/s to conduct needs analysis and arrange appropriate CPD, peer support or mentoring as needed | AHT STA | Staff meeting time | | |

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| | Upgrade facilities available in sensory rooms to further support access to learning opportunities for wider range of pupils. | AHT to work with Communication and OT coordinators to review current facilities and identify amendments / new facilities. | SLT | Quotes to be shared with finance committee Planned spending to facilitate managing cost to school | Report to finance committee | |
| | Teachers planning to be appropriately differentiated and appropriate resources identified to enable all pupils access learning | Liaise with OT and SALT teams CPD to support teachers and TA with differentiation and understanding support needs of pupils with complex needs. | Head Teacher | TBC | | |
| | SLT and curriculum leaders to provide appropriate CPD to enable staff to manage and support disability issues | CPD to support teachers and TA with differentiation and understanding support needs of pupils with complex needs. | SLT induction Annual CPD Plan INSET EP support | CPD budget reviewed annually | | |

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| | Ensure that the PE curriculum is accessible to all including disability sports where appropriate | Identify pupils with specific support needs Work with class teams to identify specific resources or activities needed Twilight CPD for whole staff to develop knowledge understanding and skills re PE and disability access | Phase Coordinators | PE Budget Sport grant spending Release for peer observations/ mentoring support Twilight CPD | Link Governor to liaise with key staff and report to Committee as appropriate | |
| <u>Aim</u> | <u>Target Outcomes To achieve Aim</u> | <u>Action Needed</u> | <u>Responsibility</u> | <u>Cost Implications</u> | | <u>Review and Progress / notes</u> |
| <u>Access to Information</u> | Ensure staff, parents, child access needs are captured when joining school. | Update admissions documentation Improve liaison with nurseries / feeder schools to support admissions documentation Home visits to be arranged for new starters to facilitate communication between home and school | Admin DHT DHT | Release time for staff to meet / visit Release time for staff to meet / visit | Parent feedback reported to Governing Body annually | |

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| | Ensure pupils, parents/ carers and staff have access to school reports, policy, website and other information | <p>Ensure that access issues are included on Parent questionnaire / service user feedback</p> <p>Ensure newsletters and reports are translated for families where need is identified</p> <p>Ensure access to translators provided where need is identified</p> | <p>HT</p> <p>Admin</p> <p>Admin</p> | <p>TBC – cost of translation/ ICT to support</p> <p>TBC cost of booking translator to support meetings</p> | Termly Review and ensuring that site is updated | |
| | Website to be accessible to parents and carers who do not speak English as a first language. | Include a translate function on the website in order for parents and carers to translate pages on the website to their preferred language. | Assistant Head | ICT Budget | | |
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