

St Matthew's CE Primary School Accessibility Plan 2017 – 2020

Reviewed January 2020

ACCESS TO THE PHYSICAL ENVIRONMENT

	<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success criteria</u>
Short term	To be aware of the access needs of disabled children, staff and parents/carers School staff to have better awareness of access issues	Create access plans for individual disabled users as part of their provision plan as necessary. Undertake survey of staff, parents and governors to evaluate how well the school is meeting the needs of its community.	As necessary Jan 2018	SENDCo Leadership team	Individual plans (e.g. Personal Emergency Evacuation Plans) in place for all disabled users and staff are aware of all pupils' access needs. Improved confidence in terms of the school meeting the access needs of its community. All members of the school community able to access all school activities. ¹
	To ensure that all disabled users can be safely evacuated in the event of an emergency.	Set up Personal Emergency Evacuation Plans (PEEPs) for identified users where necessary.	As necessary	SENDCo	All disabled pupils and staff working with them are safe and confident in the event of an emergency situation.

¹ As of Jan 2020, we do not yet have disabled toilet facilities nor a passenger lift to the first floor. These issues have been raised as part of a bid for LCVAP funds to improve both aspects of the school.

		Develop a system to ensure all staff are aware of their responsibilities.			
Long term	To ensure entry to the school site and buildings are accessible for wheelchair users and other disabled users and that there is at least one accessible toilet on site.	Request advice from SEND Consultants (Bruce Sinclair/Christine O'Brien) or LA planning department	On-going	HT	Disabled users and visitors are able to access the main areas of the school. ²
Long term	To ensure all fire escape routes are suitable for all users.	Seek advice from SEND Consultants (Bruce Sinclair/Christine O'Brien) or LA planning department	As necessary	HT SLT SENDCo	Most common facilities are located on the ground floor, with ramp access.
Short term	To ensure all teachers and TAs have access to specific training on disability issues. To ensure all staff receive training on dyslexia/ASD/ADHD friendly classrooms	Audit staff training needs and identify professional development plan.	On-going	SLT	Raised confidence of teachers and TAs in strategies for differentiation and increased pupil participation ³ .
	To ensure all staff are aware of disabled pupils' curriculum access.	System for information to be shared with appropriate staff (inc lunchtime staff).	As necessary	SENDCo	All staff aware of individual pupils' access needs.

² For the ground floor this is true. For the second floor, we do not have access for non-mobile people. See footnote 1 above.

³ Mostly in place, new audit required to check for CPD needs.

		Display information relating to individual pupils' needs in staffroom.			All staff aware of individual care plans for pupils with specific allergies and medical needs which may impact on pupils' access to the curriculum. ⁴
	To ensure relevant staff are aware of, and able to use SEN software and resources	Audit SEN assistive technologies and other resources and provide list for all staff. Run individual training sessions on use of SEN assistive technologies.	Jan 18 As necessary	SENDCo SENDCo	Wider use of SEN assistive technologies in mainstream classes.
Medium term	To review all curriculum areas to include disability issues in relation to the requirements of Equality Act 2010.	Include specific reference to disability equality in curriculum reviews and policy reviews to embed a culture of awareness.	On-going	SLT	Disability issues incorporated into all curriculum areas and policies. Pupils awareness of these issues is increased.
Long term	To ensure all staff have undertaken disability equality training.	Arrange training for all staff.	As necessary	SLT	All staff work from a disability equality perspective.
Short term	To review information to parents/carers to ensure it is accessible.	Consult parents/carers about access needs when child is admitted to school.	On-going	SLT All staff	All parents receive information in a format that is accessible to them. ⁵

⁴ SENDCo liaises with staff when care plans etc are required.

⁵ Our biggest barrier is over language. We do offer materials in alternative languages, on request.

		Review all letters home to check that they are writing in Plain English. Produce newsletters in alternative formats, e.g. large print, Braille according to need. Talk to parents or carers about issues or information they need to know			
	To include discussion about access to information at all annual reviews.	Consult with parents/carers and children about access to information and preferred formats at all reviews. Develop strategies to meet needs.	As necessary	SENDCo	Staff more aware of pupils' preferred methods of communication.
Medium term	To review school brochure to be fully accessible.	Review school brochure to ensure it explicitly welcomes disabled children and those with SEN.	Sep 2017	SLT	Parents/carers feel confident in the information they have about the school. ⁶
Long term	To heighten awareness of teaching and SEND support staff in relation to strategies and procedures employed by speech and language therapists for	Provide training in relation to SLCD issues for all staff	As necessary	SENDCo	Increased confidence of staff in supporting pupils with SLCD needs.

⁶ School website acts as the school's brochure and the site works on a wide range of mobile devices.

	pupils with speech, language and communication difficulties (SLCD).				
--	---	--	--	--	--