

Westfield Primary School Accessibility Plan 2016 – 2018

Access to the Physical Environment

| <u>Targets</u> | <u>Strategies</u> | <u>Timescale</u> | <u>Responsibility</u> | <u>Success Criteria</u> |
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| <p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff and governors are aware of access issues</p> | <p>a) to create access plans for individual disabled children as part of the IEP process.</p> <p>b) to ensure pupils, staff, parents, visitors and governors can access areas of school used for meetings</p> <p>c) Annual reminder to parents, carers through newsletters and surveys to let us know if they have problems with access to areas of school.</p> <p>d) Staff to share SENDCo pupil profiling information with volunteers and support staff to ensure continuity of care for the children</p> | <p>As required</p> <p>Complete Autumn term 2016</p> <p>Ongoing process</p> <p>Profiles for children with specific access issues to be in place by Winter Term 2017 All other passports to be in place by Summer Term 2017</p> | <p>SENDCo and classteachers</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher and governors SENDCo</p> | <p>IEP's are in place for disabled pupils, and all staff are aware of pupils' needs. Provision Mapping in place for all SEN children</p> <p>All staff & governors are confident that everyone's access needs are met. Lift available to all floors.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school.</p> <p>Staff and volunteers are aware of needs of SEND children at all times</p> |
| <p>Ensure everyone has access to the main reception area</p> | <p>a) ensure that nothing is preventing wheelchair access</p> <p>b) check the outer door is wide enough for a wheelchair</p> <p>c) provision of appropriate seating</p> <p>d) Provide a bell on the counter so</p> | <p>Daily check to ensure the area in clear of obstructions is ongoing.</p> <p>Seating in place September 2016</p> | <p>Maintenance Officer</p> | <p>Disabled parents, carers and visitors feel welcome.</p> <p>Visitors can sit down if waiting at reception.</p> <p>Wheelchair users aren't</p> |

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| | that wheelchair users can get the attention of staff in the office. | Summer Term 2016 | | waiting to enter the building or to be attended to. |
| Maintain safe access for visually impaired people | Check condition of yellow paint on step edges regularly Check exterior lighting is working on a regular basis Put black/yellow hazard tape on poles at end of play equipment to help visually impaired pupils. | Ongoing checks | Maintenance Officer | Visually impaired people feel safe in the school grounds. Yellow edges to be re-done as needed throughout the school year. Hazard tape to assist pupils. |
| Ensure all disabled people can be safely evacuated | a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the Health and Safety information provided by the SENDCo. | Ongoing | SENDCo and Headteacher | All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled pupils who would need help in the event of an evacuation. Disabled people can be evacuated quickly and easily. |
| Provide hearing loops in the hall to support pupils with a hearing impairment | Take advice from Phonak and Halton LA on appropriate equipment if this becomes necessary | January 2017 | Maintenance Officer and Headteacher | All pupils have access to the curriculum. |
| Ensure there are enough fire exits around school that are suitable for people with a disability | Ensure staff are aware of need to keep fire exits clear. | Daily | All staff and Headteacher | All disabled personnel and pupils have safe independent exits from school |

Access to the curriculum

| <u>Targets</u> | <u>Strategies</u> | <u>Timescale</u> | <u>Responsibility</u> | <u>Success Criteria</u> |
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| Ensure all staff have specific training on disability issues. | Identify training needs at regular meetings. | Ongoing | SENDCo and Headteacher | Raised confidence and skill of all staff |
| Ensure all staff (teaching & non teaching) are aware of disabled pupils' curriculum access. | Set up a system of internal reporting and profiles for disabled pupils when appropriate. Share information with all agencies involved with each pupil. | In place December 2016 | SENDCo | All staff are aware of pupil individual needs. |
| All school visits and trips need to be accessible to all pupils. | Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible. Visit venues beforehand to risk assess. | Ongoing | EVC and SENDCo | All pupils are able to access all school trips and take part in a range of activities. |
| Review PE curriculum to ensure PE is accessible to all pupils. | Review PE curriculum to include disability sports. | Winter Term 2017 | PE Leader and SENDCo | All pupils have access to PE and are able to excel. TAs will be there all the time to support. |
| Review curriculum areas and planning to include disability issues. | Include specific reference to disability equality in all curriculum reviews | Summer Term 2017 | SENDCo and Headteacher | Gradual introduction of disability issues into all curriculum areas. |
| Ensure disabled pupils can take part equally in lunchtime and after school activities. | Discuss with After School Provision staff, and people running other clubs after school. Support would have to be available – especially after school. | As required | SENDCo and classteachers | Disabled pupils feel able to participate equally in out of school activities. |
| Continue to develop links with a special schools. | Continue to link with local special schools and specialist agencies consider sharing INSET opportunities. | Ongoing | SENDCo and Headteacher | Increased understanding of the opportunities available to the pupils. |

Access to information

| <u>Targets</u> | <u>Strategies</u> | <u>Timescale</u> | <u>Responsibility</u> | <u>Success Criteria</u> |
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| Signage around school to be in other languages | Plans for a welcome sign in reception – need to decide which languages to use. | December 2016 | Headteacher and Maintenance Officer | ALL People feel that they are welcome in school. |
| Inclusive discussion of access to information in all parent/teacher meetings | Ask parents about preferred formats for accessing information eg braille, other languages, website, email, text. Translation Tool to be added to website to allow multi-lingual access. | Ongoing | SENDCo and Headteacher Website maintenance officer | Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all. |

Please also refer to the Action Plan Audit information (Section 6) of the DDA Access Audit 2015.

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