



Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To be aware of the access needs of disabled children, staff, governors and parents/carers.</p> <p>Ensure the school staff &amp; 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 staff and governors can access areas of school used for meetings</p> <p>c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>d) circulate information to relevant staff on Access to Work scheme</p> <p>e) Staff to share SENCO knowledge with volunteers and support staff to ensure continuity of care for the children</p>	<p>As required</p> <p>Complete Autumn term 2019</p> <p>Ongoing process</p> <p>In place.</p> <p>All staff clear about SEN needs in class. Autumn 2019 and ongoing.</p>	<p>SENCO / classteacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>SENCO/intervention team</p>	<p>IEP's are in place for disabled pupils, and all staff are aware of pupils' needs. All staff &amp; governors are confident that their needs are met. Lifts available to upstairs.</p> <p>Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school .</p> <p>Access to Work Information on staffroom notice board.</p> <p>Volunteers are aware of needs of SEN children at all times</p>
<p>Ensure everyone has access to reception area</p>	<p>a) re-design reception area to include remote opening double doors. ensure that nothing is preventing wheelchair access.</p> <p>b) ensure hatch to the office is at an appropriate height for wheelchair users.</p> <p>c) provision of appropriate seating</p>	<p>Complete September 2019</p>	<p>Coventry city council building dept, headteacher and office staff.</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Wheelchair users can access the office staff in the same manner as able bodied.</p>

Maintain safe access for visually impaired people	<p>Check condition of yellow paint on step edges regularly Check exterior lighting is working on a regular basis</p> <p>Ensure any areas such as poles etc around the school grounds are painted in an appropriate contrasting colour or highlighted in some manner.</p>	<p>Ongoing checks</p> <p>Autumn term 2019</p>	<p>Site Supervisor / Resource and Management Committee</p> <p>SENCO/Site Supervisor</p>	<p>Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. Children know where equipment ends</p>
Ensure all disabled people can be safely evacuated	<p>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 fire evacuation plan. c) Ensure there is emergency equipment available for evacuation from upstairs and relevant staff are trained in its use.</p>	<p>Autumn term 2019</p>	<p>SENCO</p> <p>Headteacher to remind staff</p> <p>SENCO/Headteacher</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily</p>
Provide hearing loops in classrooms to support pupils with a hearing impairment	<p>Take advice from LEA on appropriate equipment if this becomes necessary</p>	<p>As required</p>	<p>Headteacher</p>	<p>All children have access to the curriculum</p>
Ensure there are enough fire exits around school that are suitable for people with a disability	<p>Ensure staff are aware of need to keep fire exits clear.</p>	<p>Daily</p>	<p>All staff/Headteacher</p>	<p>All disabled personnel and pupils have safe independent exits from school</p>

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure all staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of staff
Ensure all staff are aware of disabled children's curriculum access	Share knowledge and IEP information with all agencies involved with each child	In place September 2019	SENCO/inclusion team	All staff are aware of individual's 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	Ongoing	EVC / SENCO	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 adapt existing provision if necessary.	Autumn term 2019	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Spring term 2019	SENCO, curriculum leaders	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.
Continue links with Sherbourne Fields special school	As part of PSHCE continue to develop links to help both parties.	Summer term 2019 and onwards	PSHCE leader	Increased understanding of the opportunities available to the children

Access to information

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Opportunities for information to be in other languages	Ensure translation link on the website and translate letters when appropriate, in particular those relating to SEND children.	Autumn term 2019 and ongoing	Headteacher / SENCO	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages	Annually	SENCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included.

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