

Tickhill Estfeld Primary School Accessibility Plan 2015-2018

Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short term	1.School is aware of the access needs of disabled children, staff and parents/carers	<p>a) Create access plans for individual children as part of the review process</p> <p>b) Undertake confidential survey of staff /parents and governors to ascertain access needs and make sure they are met in meetings etc.</p>	<p>Ongoing</p> <p>January 2016</p>	<p>Inclusion Manager</p> <p>SLT</p>	<p>Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs when needed.</p> <p>Raised confidence of staff /parents and governors in commitment to meet access needs and ability for all to access all school activities.</p>
Medium Term	Review and replace inadequate lighting in all areas.	Replace lighting as part of rolling program of school fabric improvements.	Ongoing	Inclusion Manager /Headteacher	Lighting improved for all children but especially the visually impaired
Long term	Improve the access to the building and particularly with regard to dining area	Seek funding from LA	Ongoing	Headteacher/Governors sites and premises committee	Improve facilities for disabled users

Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To continue to develop all teaching staffs understanding of a range of SEN issues and their implication for teaching and learning within their classroom. Develop a range of strategies to enable the learner to achieve.	Inclusion Manager to attend the termly authority and half - termly pyramid meetings to keep updated. Make courses available for any staff concerned. Assign staff meetings for any feedback from courses Due to the newly arrived staff (NQTS) extra training will be needed in the future.	Ongoing	Inclusion Manager	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	SEN support timetable ensure most effective use of time and personnel available to support SEN pupils and those with disabilities.	Regular review of provision to ensure needs of pupils are best met with support available	Termly / or as needed	Inclusion Manager	Ensure that progress and attainment of pupils with SEN and/or disabilities is expected or better.

	Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled children when needed. Set up system for information sharing with appropriate staff.	Ongoing as the need arises.	Inclusion Manager	All staff aware of individual pupils access needs.

	Ensure all staff are aware of and able to use SEN software and resources as they are needed.	Run individual training sessions on use of SEN resources as needed. Seek specialist help where necessary	Ongoing	Inclusion Manager / ICT Coordinator	Wider use of resources in mainstream classes
	Ensure all school trips and residentials are accessible to all	Ensure that accessibility for all pupils is part of the Risk Assessment process. Ensure instructors/guides at centres are aware and can adapt tasks if needed. Make sure staffing levels are appropriate for the visit.		Headteacher Inclusion Manager All Staff	All children in school able to access all school trips and take part in a range of activities.

	Improve children's awareness of disability issues	PSHE curriculum and assemblies to be used to raise awareness of disability issues.	Ongoing	Headteacher / All staff	All children have a better understanding of disability issues.
Medium Term	Review all curriculum areas to include disability issues.	Include specific reference to disability equality in all curriculum reviews.		Headteacher/ All coordinators	Introduction of disability issues into all areas of the curriculum so that all children can excel in all subjects.
	Time is given to ensure that the new Inclusion Manager has the opportunity to be involved in all areas of work both inside and outside of school.	Make training and funding available for the incoming Inclusion Manager. Time for the outgoing and incoming Inclusion Manager to liaise and handover.	Summer 2015	Inclusion Manager	Smooth transition of the post and responsibilities within the school
Long Term	Inclusion Manager to achieve the nationally accredited SENCo Award (statutory requirement)	Ensure new INCLUSION MANGER has access to high quality training.	By January 2018	Inclusion Manager	Award achieved.

Access to Information

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Ensure that information is provided in alternative formats as required.	Use LA services and others if required to convert written information into alternative formats as necessary.	On going	LA services and budget.	Access of information from school for all stakeholders
Medium Term	Children become more aware of their own learning styles and access needs.	<p>Include access to information in Circle time/ PHSE</p> <p>Encourage pupils to express their access needs and explore learning styles.</p> <p>Pupil attendance at Open Evening (KS2).</p> <p>All pupils review their own learning and targets as part of school practice.</p>	Ongoing	All staff	Children aware of their targets, progress and next steps. Pupils feel able to articulate their own needs and understand their own learning styles.
				All Staff	

	Ensure that parents are fully involved in reviewing and setting targets to address their child's specific needs.	Offer a termly review in addition to Open Evenings to parents of pupils at SEN Supported level to discuss and review SEN Support Plans discuss and other relevant issues.			Increased parental confidence/awareness of school targets and interventions best enabling them to work in partnership with the school and support child.
--	--	---	--	--	--