

GREAT WISHFORD C.E. VA PRIMARY SCHOOL ACCESS PLAN

Improving access to the physical environment

	Targets <i>(What you want to achieve)</i>	Strategies <i>(How you audit, gather evidence, and plan what you need to do)</i>	Outcomes <i>(What will happen as a result of your action)</i>	Timescale
Short Term	<ol style="list-style-type: none"> 1. Front door install a timber fillet 2. Signage 'disabled persons to be assisted where fire doors have step exit 3. One handrail should be in one of the enlarged girls and boys toilets for ambulant individuals 4. Put visual hazard markings on steps to HT office/library 5. Correct assistance guidance for exiting disabled individual 'exit policy' 6. Handrail of alternative colour in the disabled WC 7. Osprey and Skylark Class fire doors to be upgraded to 30 minute fire doors. 	<ul style="list-style-type: none"> • H&S audit outcomes • Alternative access arrangements as interim measures as required • Quotations for costs to be obtained 	<ol style="list-style-type: none"> 1. Easy access for all users 2. Avoidance of disabled person exiting onto stairwell and causing blockage or incurring an injury 3. Support to avoid fall for disabled or ambulant person using toilet facilities 4. Health and Safety alert for all users of Head Teacher's office and library. 5. CPD Training for all staff to avoid harm to themselves or disabled individual 6. See 3 7. Increased time allowance if fire occurred and additional time required to support ambulant/disabled individuals 	<p>July 2017 exit policy to be in place.</p> <p>Work to be prioritised once costings have been obtained</p>
Medium Term	<ol style="list-style-type: none"> 1. H&S Governor to visit pre-school to review compliance and any shared 'exit policy' strategy 2. Stairs from ground floor to first floor to have markings on the nosings of steps and stairs to assist visually impaired. Contrasting tape or yellow paint can be put on the edge of each step or stair. 3. Outside on stone steps from Kingfisher class, the school hall and Owl Class weatherproof yellow paint to be applied to the nosings 	<p>BM and H&S Governor visits on termly schedule to identify needs</p> <p>Work to be carried out weekend or holiday time. Budget allocation required.</p>	<ol style="list-style-type: none"> 1. Governors made aware of any additional amendments or new signage or guidance for supporting ambulant or disabled person 2. Prioritisation and timeline with costings created. 3. Individual/ company commissioned to complete action 	<p>Termly visits ongoing</p> <p>September 2017</p>

Long Term	1. Stair lift to be in place		1. Improved access for disabled/ambulant individuals or staff. Increased options for class location of pupil. Increased viability for more than 1 disabled individual.	

Improving access to the curriculum

	Targets <i>(What you want to achieve)</i>	Strategies <i>(How you audit, gather evidence, and plan what you need to do)</i>	Outcomes <i>(What will happen as a result of your action)</i>	Timescale
Short Term	<ol style="list-style-type: none"> Undertake audit of staff training requirements Review specific needs of SEND pupils Classroom environment checklist Teachers meet with parents of SEND at least 1 x a term Provision maps identify the support and interventions available for children and show impact. All school trips visits and clubs accessible to all pupils. 	<p>Review of school needs by HT/SENCO</p> <p>Meet with specialist providers e.g. Behaviour Support PASISS</p> <p>SENCO termly monitoring and evaluation to check compliance</p> <p>SENDS Policy monitoring and evaluation with SENCO and link Governor 3 x per year</p> <p>SENDS Policy</p> <p>SLT and CT/SENCO to liaise and to identify risks and actions/resources required to access provision</p>	<ol style="list-style-type: none"> All teachers fully able to meet needs of children accessing the curriculum. Teachers are more aware of barriers to learning of SEND children. All classroom environments support the needs of SEND children. Clear identification and evaluation of impact interventions and support have made Fully inclusive 	
	1. To have ELSA teaching assistant on staff	When appropriate training is made available SENCO/HT/SENDS Gov to carry out pupil/staff audit	1. Children receive social skills support at point of need, less reliance on outside agencies	September 2017

Medium Term				
Long Term	1.To offer Forest School Nurture sessions	SENCO/HT liaise with SENDs team to identify needs level and provision is purchased through local outsources options for best fit	Children engage in out of class based learning within a nurturing environment	

Improving access to information

	Targets <i>(What you want to achieve)</i>	Strategies <i>(How you audit, gather evidence, and plan what you need to do)</i>	Outcomes <i>(What will happen as a result of your action)</i>	Timescale
Short Term	Undertake an acoustic audit of teaching spaces that identifies measures required to improve the listening environment for hearing impaired pupils.	<ol style="list-style-type: none"> 1. Research suppliers 2. Health and Safety audit undertaken using a review toolkit to identify level of need (e.g. IWB and staff complaints and pupil head aches) 	Prioritisation list drafted by BM and health and safety Governor and costing and timeline created.	
Medium Term	Installation of suitable assisted listening devices	<ol style="list-style-type: none"> 1. Research suppliers 2. Health and Safety audit undertaken using a review toolkit to identify level of need (e.g. IWB and staff complaints and pupil head aches) 	Prioritisation list drafted by BM and health and safety Governor and costing and timeline created	

Long Term	Tactile signage around the school to aid visual impairment (height appropriate for children and adults).	<ol style="list-style-type: none"> 1. Research suppliers 2. Health and Safety audit undertaken using a review toolkit to identify level of need (e.g. IWB and staff complaints and pupil head aches) 	Prioritisation list drafted by BM and health and safety Governor and costing and timeline created	