

Bromesberrow St. Mary's C of E Primary School Disability and Access Plan 2015-2017

Review of progress (Spring 2016)

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 and to:</p> <p>Ensure the school staff & governors are aware of access issues</p>	<p>a) to create access plans for individual disabled children as part of the My Plan/My Plan +/EHCP process and/or through Medical Care Plans. <i>Created and regularly reviewed and updated as per the needs and development of the child.</i></p>	As required	SENCO / class teacher	<p>My Plans/ My Plan +/EHCP are in place for disabled pupils, and all staff are aware of pupils' needs. Medical Care Plans in place where needed. The needs of all are met. Continuously monitored to ensure any new needs arising are met. There is full access to all areas of school .</p> <p>Access to school environment and curriculum is regularly reviewed and consulted upon.</p> <p>Professionals, staff and key volunteers are aware of needs of SEN children at all times and are responsive and reactive to changes.</p>
	<p>b) to ensure all members of the school community can access areas of school</p>	On-going assessment as needed	FGB	
	<p>c) On-going open communication with school community to discuss and address access concerns/difficulties as they arise.</p>	On-going process	Headteacher and FGB	
	<p>d) My Plans/ My Plan +/EHCP/medical care plans to be shared with all relevant professionals/staff and volunteers when appropriate.</p>	My Plans/ My Plan +/EHCP/medical care plans to be updated regularly in consultation with parents,	SENCO	

	e) <i>SEND information report developed and published for parents on website, with an accompanying leaflet (simplified, at a glance version)</i>	staff, child and professionals. <i>Published September 2014 and reviewed and updated regularly</i>	SENCO and SEN Governor	Parents informed about the services we and the local authority offer.
Ensure everyone has access to reception area	a) ensure that nothing is preventing wheelchair access b) improve seating for parents/visitors in outdoor and indoor waiting area	Daily check to ensure the area in clear of obstructions ongoing Seating in place Autumn 2014. <i>Improved but looking into an outdoor shelter to enhance this (aim for 2017)</i>	H&S Governor and HT H&S, Finance Committee and PTFA	Disabled parents / carers / visitors feel welcome. Visitors can sit down if waiting for reception and to collect children.
Maintain safe access for disabled people	Re-develop front entrance for improved access and address deterioration of tarmac due to tree roots.	Summer 2015 <i>Achieved, but monitored for deterioration</i>	FGB and Diocese	Safe and welcoming access to the school for all.

Ensure all disabled people can be safely evacuated	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils as needed.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the individual needs of specific pupils.</p> <p>c) <i>Head teacher to receive up dated fire marshal training bespoke to setting</i></p>	<p>When required</p> <p><i>Refresher Fire Awareness Training April 2016</i></p> <p><i>Summer 2016</i></p>	<p>SENCO</p> <p>Headteacher to remind staff and <i>buy into online training</i></p> <p><i>Head Teacher</i></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.</p> <p>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 on appropriate equipment if this becomes necessary</p> <p><i>Not needed at present but reviewed as need may arise.</i></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>a) Ensure staff are aware of need to keep fire exits clear.</p> <p>b) <i>Fire exit map as part of Fire/Crisis Management Policy</i></p>	<p>Daily</p> <p><i>Summer 2016</i></p>	<p>All staff/Headteacher</p> <p><i>School Business Manager as part of training</i></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 teachers and support staff have specific training on disability issues as required	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of staff
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. <i>This is ongoing and dependent on the needs of the child.</i>	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 (possibility for sport funding as appropriate). <i>All pupils at Bromesberrow continue to participate in sport, with adaptations being made to ensure they can access the curriculum.</i>	Spring term 2015. <i>Achieved, but ongoing as an aim.</i>	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Additional support will be put in place to ensure this is able to be achieved.
Review curriculum areas and planning to include disability issues	a) Disability, difference and diversity to be current on the agenda and visible within the curriculum. The aim to accept and celebrate difference in the sense that <i>we are all different and hence unique</i>	Ongoing	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas

	b)Include specific reference to disability equality in all curriculum reviews.	Autumn 2016		
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. School to access sport Funding to support this.	As required	SENCO	Disabled children feel able to participate equally in out of school activities. Disabled lift to access Out of School Club.
Develop links with a special school	Work towards Identifying a local school and consider sharing INSET opportunities. Working with local secondary school as part of Head's SENCO training. Excellent way to establish good links and share good practice.	Autumn 2016. Ongoing for good practice and upskilling.	SENCO / Headteacher	Increased understanding of the opportunities available to the children

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages	Plans for a welcome sign in reception - need to decide which languages to use.	Spring 2017	Headteacher / SENCO	ALL People feel they are welcome in school
SEND information	Services, ethos and	Published September	Headteacher/SENCO	Parents to be informed and

<p>Report to be user friendly and informative for parents.</p>	<p>facilities in regards to inclusive education to be published on our website, so that the information is accessible and useful to our parents. <i>Look into a user friendly leaflet for prospective parents</i></p>	<p>2014 <i>Ongoing in terms of review</i></p>		<p>knowledgeable about what we offer in terms of services/facilities/environment and provision for children with SEND</p>
<p>Inclusive discussion of access to information in all parent/teacher annual meetings</p>	<p>Ask parents about preferred formats for accessing information eg braille, other languages if and when appropriate.</p>	<p>Annually</p>	<p>SENCO / Headteacher</p>	<p>Staff more aware of preferred methods of communication, and parents feel included.</p>

