

The Reddings Primary and Nursery School



School Accessibility Plan 2019 – 2022

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Cost	Success Criteria
The school is aware of the access needs of disabled children, staff, governors and parents/carers	<ul style="list-style-type: none"> ▪ To create access plans for individual disabled children as part of the Learning Plan process if needed 	As needed. Updated as needs emerge.	AH for Inclusion, In collaboration with class teacher	Meeting time Supply cover for teachers.	Learning Plans in place for disabled children and all staff aware of children's needs All staff and governors feel confident their needs are met. Parents/carers have full access to all school activities
Ensure that all disabled pupils can be safely evacuated	<ul style="list-style-type: none"> a) Put in place Personal Emergency Evacuation Plans for all disabled children b) Share PEEPS via CPOMS and email to ensure all staff are aware of their responsibilities in relation to PEEPS 	Ongoing Updated annually.	AH for Inclusion in collaboration with class teachers.	Meeting Time	All disabled pupils and staff working alongside are safe in the event of a fire/drill/evacuation (evidenced Nov 2019 with evacuation drill)

Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Cost	Success Criteria
Increase class teacher awareness of needs of individual learners and evidence gathering. Assess, Plan, Do, Review	<ul style="list-style-type: none"> ▪ Assess, Plan , Do Review CPD at staff meeting. 	Autumn term 2019 Updated termly.	AH for Inclusion. Class teachers.	Staff Meeting Time	Raised staff confidence in providing reasonable adjustments and evidence gathering.
Ensure teachers and teaching assistants/MSA's have specific training on disability issues	<ul style="list-style-type: none"> ▪ Staff access to appropriate CPD <ol style="list-style-type: none"> a) Autumn term 1 – hearing Impairment training. For all teachers b) Spring 1 – Makaton training (for EYFS1 team and AH for Inclusion) 	Termly	AH for Inclusion. Class teachers. Teaching Assistants.	Meeting time /Overtime costs if needed.	Raised knowledge and confidence of all staff.
Ensure all staff are aware of disabled children's reasonable adjustments.	<ol style="list-style-type: none"> a) Staff aware of all children on LPS and those with Access plans. AH for Inclusion termly meeting with teachers. Ah for Inclusion Half termly meetings with TAs. b) Set up a system of individual access plans for disabled children when appropriate c) Information sharing with all agencies involved with child (email, CPOMS, LPs, TA meetings, Staff meetings) 	Termly	AH for Inclusion, External Agencies, Class teacher	Meeting time. Supply cover for teachers.	All staff aware of individual needs and strategies successfully implemented to promote learning and progress

All school visits and trips need to be accessible to all	<ul style="list-style-type: none"> a) Risk assessments of venues b) Individual risk assessments for learners as needed. c) Ensure each new venue is vetted for appropriateness 	Ongoing	Head Teacher Class Teacher Off sites Visit Coordinator	Meeting time	All pupils in the school are able to access all school trips and take part in a range of activities
Promote positive attitudes towards disabled people by celebrating and highlighting key events such as the Paralympics , Schools Autism Awareness Week.	<ul style="list-style-type: none"> a) Include events such as the Paralympics in assembly planning. b) Support through SSCO in focussing on sporting achievements of disabled athletes c) Visits from organisations supporting disabled people within the community d) Talk sensitively to children about new learners with disabilities joining their class. 	Ongoing work through assemblies and events.	All staff Head Teacher PSHE Coordinator SMRC co- ordinator	Themed weeks	Increased awareness of disabilities and what disabled people can achieve. Sensitive response to new learners with Disabilities who join our school.
Ensure disabled children participate equally in after school and lunchtime activities	<ul style="list-style-type: none"> a) Monitoring of register for extra-curricular activities b) Review clubs on offer each term to ensure range of activities are offered to disabled children 	Each term	INCo All Staff		All children to feel confident and are able to participate equally in extra-curricular activities
Continue to build on links with Woodfield Special School	<p>Build on links with Woodfield to:</p> <ul style="list-style-type: none"> a) share INSET opportunities b) seek advice om strategies and resources to support learners with disabilities. c) Have outreach support and observations for our learners with disabilities. 	Ongoing support and advice	Assistant head for Inclusion	Over time costs when TAs attending staff meetings for training. £200	Increased understanding of support on offer from Specialist School Advice and support given to AH for Inclusion/Class Teachers/ Support Staff on request

Access to Information

Targets	Strategies	Timescale	Responsibility	Cost	Success Criteria
Ensure visual timetabling is used in all classes	a) Look for these as part of drop in observations.	Spring term 2020	Ah for Inclusion		All children clear about timetable and secure about what is happening throughout the day. Reduced anxiety for children.
Continue to develop the use of Task Plans across the school.	a) Having been shared in staff meeting, suggest these as part of learning Plan meetings	Ongoing	AH for Inclusion. Class teachers.		Children able to stay focused on the task at hand. Greater independence of learners.
Ensure parents are actively involved in supporting children with any learning or disability needs.	a) Assistant head available to meet with parents termly at Parents evening to discuss learning plans. b) Signpost parents to courses, support groups etc where they can access further support.	Parents Consultation evenings in Autumn and Spring terms.	AH for Inclusion.	Parents evening	All parents getting information in formats they can access
Raise use of Makaton Sign Language with the school	a) Invite someone trained in Makaton to help lead assembly b) Run a lunchtime club to teach Makaton c) Children to be able to simple signs. d) 3 members of staff to have Makaton training.		AH for Inclusion.	Assembly time.	All children knowing some basic Makaton Signs