

Watling Street Primary School
Disability Access Plan

Access to the physical environment.

TARGETS	STRATEGIES	TIME	RESPONSIBILITY	SUCCESS CRITERIA
<p><u>Access to the physical environment.</u></p> <p>Short term: School is aware of the needs of disabled pupils, staff and parents/carers</p>	<p>Create access plans for individuals with disabilities and for pupils as part of the IEP process.</p>	<p>As need arises for individuals</p>	<p>SEN Co Class teacher</p>	<p>Individual plans in place and all staff are aware of access needs</p>
<p>Clear access through corridors especially in the cloak room area</p>	<p>Ensure all coats and bags are hung up on pegs and that floor area is kept clear.</p>	<p>Ongoing</p>	<p>Cloakroom monitors Staff</p>	<p>Corridors free of tripping hazard</p>
<p>Maintain external access to the site</p>	<p>Maintain painted edges of steps, gates etc with high visibility paint</p> <p>Replace external lighting when necessary</p> <p>Ensure signage is clear and visible</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Caretaker</p> <p>Caretaker</p> <p>Caretaker</p>	<p>Access around site easier for all</p>
<p>Medium term: Ensure that disabled pupils, staff, parents, carers and visitors can be safely evacuated</p>	<p>Put in place personal emergency evacuation plans for pupils and staff.</p> <p>Review evacuation procedures - refine procedures for evacuating parents/carers and visitors</p>	<p>As required</p>	<p>Head teacher SEN Co</p> <p>SMT</p>	<p>All disabled pupils and staff are safe and confident in the event of a fire</p> <p>Visitors to the site can be safely and confidently evacuated</p>

June 2017

<u>Access to the curriculum</u>				
Short Term: Increase confidence of all staff in differentiation the curriculum for disabled pupils	Ensure all staff attend training as required	Ongoing	All Staff	Raised confidence of staff in strategies for differentiation and increased pupil participation
Ensure all staff are aware of the curriculum needs of SEND pupils	Pupils needs identified on APDR plans Information to then be shared with appropriate staff	Ongoing	SENDCO	All staff are aware of the individual pupils needs
Medium Term: All staff are aware of and able to access SEND resources	Annual audit of all SEND resources and make lists available to all staff	Ongoing	SENDCO	Wider use of SEN resources in mainstream classes
Long Term: Ensure all visits are accessible to all	Ensure visits planning takes into account the needs of all pupils and staff	Ongoing	All staff	All children in school are able to access all school trips and take part in a range of activities
Review all curriculum areas to include disability issues	Include specific reference to disability equality in SDP, policies and curriculum reviews	Ongoing	SLT Subject leaders	Disability issues introduced to curriculum areas

<u>Access to information</u> Short term: Review information required from parents	Ask parents/carers about access needs when children are admitted to the school	when new pupils enrol	SBM	A clear record of access needs of all pupils is kept
Review how information is communicated to parents	Review format of letters sent home to suit the individual needs of parents Use text messaging system as appropriate	Ongoing	SBM Office Staff	All parents receive information in a format they can access
Ensure appropriate methods of presenting information to pupils	Develop ways of presenting information to pupils as appropriate to their needs Liaise with Occupational Therapists and other relevant agencies to ensure pupils have the resources appropriate to their needs	Ongoing	SEN CO All staff	All children can access written information appropriately Strategies listed on IEP's as necessary
Medium term: Ensure appropriate information is distributed to pupils with disabilities	Provide information and sign posting as becomes available	Ongoing	All staff	Increased information is available for pupils, parents and carers
Long term: Children become more aware of own learning styles and needs	Encourage pupils to express their access needs and explore learning styles	Ongoing	All staff	Children can articulate their own needs and understand their own learning styles