

Chidham Parochial Primary School Access Plan 2016-2019

(To be monitored termly by the Governors and staff)

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success criteria	Comments
1. Review signage and external access for all visitors with particular concern for visually impaired people.	a) Obtain advice on appropriate colours/styles for signage and action accordingly. b) Put up clear signs in the reception with symbols, welcome sign in different languages and formats	On-going	Headteacher / Premises committee Office staff / Head teacher	Visually impaired people feel safe in the grounds. Access around the site easy for all. Reception area welcoming.	Reception area modified so front door is on front of building (easily accessible)
2. Raise level of rear corridor to provide level access to both classrooms and the toilet areas which lead off this space.	This is identified in the PDP .	Review according to need	Head teacher Premises C	Level access throughout the whole school building	
3. New classroom built to accommodate physical disabilities	Installation of DDA approved toilet and ramp	2013	Head teacher	DDA approved toilet installed Ramp installed	

Access to the Curriculum

Targets	Strategies	Timescale	Responsibilities	Success criteria	Comments
1. Develop skills of staff in order to differentiate the curriculum most effectively.	a) Regular audit of staff training needs on curriculum access. b) Assign training to support identified needs e.g. dyslexia, social communication difficulties, speech and language difficulties.	Ongoing In service ongoing	SENDCO "	Confident staff who employ a broad range of strategies for differentiation and increased pupil participation.	Use the expertise of Mhari Sear to support staff across the school
2. Ensure all staff are aware of the access needs of any child with a disability.	a) Set up system of individual access plans for disabled children when needed.	ongoing	SENDCO / staff	All staff aware of individual pupils' access needs.	Allergies displayed in staff room with pictured needs. School inhalers purchased and permissions obtained for emergency use
3. Ensure all school visits and the residential visit are accessible to all	a) Develop guidance for staff on making visits accessible	On-going reflective on need	Head teacher All staff	All children (with the possible exception of any child with severe behaviour problems) will access all school visits.	
4. Review PE Curriculum to make PE accessible to all	a) Gather information concerning accessible PE and Disability Sports b) Invite disabled sports people in for particular sessions c) Review PE curriculum to include disability sports (Boccia)	On-going reflective on need	PE Coordinator " "	All children able to access PE and disabled children more able to excel in sports.	
5. Review all curriculum areas to include disability issues	a) Include specific reference to disability equality in all curriculum reviews A section on disability equality and curriculum access is included in planning sheets as necessary.	ongoing	Head teacher All staff "	Planning demonstrates inclusive practice in all curriculum areas.	Visitors to collective worship have included those learning difficulties

Access to Information

Targets	Strategies	Timescale	Responsibilities	Success criteria	Comments
1. Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to ensure they are accessible to all	Annually ongoing as needed	Head teacher & office staff	All communications from the school are in a format which is easily accessible to all parents / carers.	
2. Information for children is presented in the most accessible way.	a) Staff to have guidance on good practice in producing information in more accessible formats. e.g to children with dyslexia	On going according to specific needs	SENDCO All staff	Staff routinely produce information for children in the most accessible way.	
3. Discussion about access to information to be included in all annual reviews	a) Consult parents/carers and children about access to information and preferred formats in all reviews b) Develop strategies in IEPs to meet individual needs.	Ongoing On-going	SENDCO All staff	Staff more aware of pupil's preferred methods of communication. Wherever appropriate children are engaged in producing their own 'child friendly' IEP.	
4 Information in school brochure should be in an easily accessible format. SEN Information Report written	Ensure that school brochure is expressed in Plain English etc. and explicitly welcomes disabled children and those with SEND.	Ongoing Local offer written 2014	Headteacher Governors "	Parents/carers are confident in the information they have about the school. All pertinent documents available on line.	Review and re-vision of school website and on-line prospectus
6. Children's learning styles and access needs are identified by staff.	a) Include access to information in Circle Time b) Encourage pupils to express their access needs and explore learning styles	On-going On-going	All teachers "	Children able to articulate their access needs and understand their own learning styles.	
7. Develop visual timetabling in all classes	a) Staff meeting to share good practice b) Agree whole school approach	Ongoing	SENDCO All staff	All children are clear about their timetabled activities and are secure about what is happening.	Visual timetables in class 1 and 2 Personal timetables for individuals with SEND in class 3 and 4