



Kelbrook Primary School
School Accessibility Plan February 2019

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, governors and parents, carers	To create access plans for individual disabled children as part of the IPP process.	As required	SENDCO / class teacher	IPPs are in place for disabled pupils, and all staff are aware of pupils' needs.
	To ensure staff and governors can access areas of school used for meetings	As required	Headteacher	All staff & governors are confident that their needs are met. Meetings held in ground floor rooms if necessary
Ensure the school staff & governors are aware of access issues	Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing process	Headteacher	Continuously monitored to ensure any new needs arising are met.
	Staff to share SENDCO information with volunteers and support staff to ensure continuity of care for the children	Ongoing process	Headteacher SENDCO	Volunteers and Supply Staff are aware of needs of SEND children at all times
Ensure everyone has access to the reception area	Ensure that nothing is preventing wheelchair or pram/buggy access.	Daily check to ensure the area in clear of obstructions	Site Supervisor / Health & Safety Committee/ HT	Disabled parents / carers / visitors feel welcome
Maintain safe access for visually impaired people	Ensure yellow paint is on step edges (e.g. access to playground).	Monthly	Site Supervisor / Health & Safety Committee	Visually impaired people feel safe in school grounds.
	Check exterior lighting is working on a regular basis.	Weekly	SENDCO/Site Supervisor	Yellow edges to be re-done as needed throughout the school year.
Ensure all disabled people	Ensure there is a personal	Annually	SENDCO/Headteacher	All disabled pupils and staff

can be safely evacuated	emergency evacuation plan for all disabled pupils. Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENDCO information.	Autumn Term 2016	Headteacher to remind 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.
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from SEND Service in Lancashire on appropriate equipment if this becomes necessary	As required	Headteacher	All children have access to the curriculum.
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school.

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings.	Ongoing	SENDCO / Headteacher	Raised confidence of support staff.
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Share information with all agencies involved with each child.	Ongoing	SENDCO	All staff are aware of individual's needs.
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.	Ongoing	EVC / SENDCO	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	As required	SENDCO & PE Subject Leader	All pupils have access to PE and are able to excel.
Review curriculum areas and	Include specific reference to disability	Annually	SENDCO & Headteacher	Gradual introduction of

planning to include disability issues	equality in all curriculum reviews			disability issues into all curriculum areas.
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.	As required	SENDCO & Headteacher	Disabled children feel able to participate equally in out of school activities.

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Inclusive discussion of access to information in governor and PTA meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages	Annually	SENCO / Headteacher	Staff are more aware of preferred methods of communication, and parents feel included.