

FAIR ACRES FEDERATION - ACCESSIBILITY PLAN

FALDINGWORTH COMMUNITY PRIMARY SCHOOL AND NORMANBY BY SPITAL PRIMARY SCHOOL



FAIR ACRES FEDERATION



Accessibility Plan

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Access to the Physical Environment

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter school.

Target	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents, carers	a) To create access plans for individual disabled children as part of the IEP/Health care plan process. b) To ensure staff and governors can access areas of school used meetings. Be aware of staff, governors and parent's access needs and meet as appropriate. c) Staff to share IEP and important information with volunteers and support staff to ensure continuity of care for the children. d) Consider access during the recruitment process.	As required induction and ongoing if required	Class Teacher/ SENCO/ Head teacher.	Pupil profiles are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school.

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Ensure everyone has access to reception area	a) Ensure that nothing is preventing wheelchair access b) Check the outer door is wide enough for a wheelchair c) Provision of appropriate seating	Daily check to ensure the area is clear of obstructions Seating in place	Caretaker Headteacher	Disabled parents / carers / visitors feel welcome. Visitors can sit down if waiting for reception.
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Maintain safe access for visually impaired people	Check condition of colour contrast step edges regularly Ensure that handrails are available for all steps Check exterior lighting is working on a regular basis	Ongoing checks	Caretaker	Visually impaired people feel safe in school and in the school grounds. Colour contrast to be re- done as needed throughout the school year.
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Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation by being aware of health care plans.	On going	Class Teacher Headteacher to remind staff	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. Disabled people in wheelchairs can be evacuated quickly and easily
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<u>Targe ts</u>	<u>Strategi es</u>	<u>Timesc ale</u>	<u>Responsibi lity</u>	<u>Success Criteria</u>
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/Head teacher	All disabled personnel and pupils have safe independent exits from school.
Layout of school to allow access for all pupils to all areas	Consider needs to disabled pupils, parents/ carers or visitors. Meetings to be held in school with parents/ carers with disabilities in rooms that are easily accessible.	As required	Head teacher	Access for all.

Access to the curriculum

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Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	Headteacher SENCO	Raised confidence of support staff.
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Children to have a Health care plan, and an IEP when appropriate. Share information with all agencies involved with each child	As required	SENCO/Class teacher	All staff are aware of individual's needs

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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	Class teacher Educational visits lead.	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 appropriate and necessary.	Ongoing	PE co-ordinator	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Ongoing	All teaching staff	Gradual introduction of disability issues into all curriculum areas

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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	All teaching staff SENCO	Disabled children feel able to participate equally in out of school activities.
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Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
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Review information to parents/ carers to ensure it is accessible.	Provide information and letters in clear print in "plain" English. School office/ Class teachers/ SENCO will support and help parent's access information and complete school forms.	Ongoing	School office Class teacher SENCO	All parents receive information in a form that they can access. Pupils and/ or parents feel supported.
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Provide information in other languages for pupils or prospective pupils.	Access to translators, sign language or interpreters to be considered and offered if possible.	As required	SENCO	Pupils and/ or parents feel supported and included.
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages if appropriate.	Annually on on-going basis	Headteacher	Staff more aware of preferred methods of communication, and parents feel included.

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KA Jan 21

Dated Reviewed and Approved by the Governing Body:

Signed:

Chair of Governors

Review Date : Jan 23

Signed..... Date.....
Chair of Governors

Signed..... Date.....
Headteacher