

Robert le Kyng Primary School Accessibility Plan 2014-2017

a) Improving the curriculum access.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Ensure appropriate training for staff who teach children with a hearing impairment or visual impairment	Liaise with Hearing and Visual Impaired Service	All staff clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	On-going involvement as appropriate	Hearing impaired children successfully included in all aspects of school life.
Training for staff in the identification of and teaching children with ASD, Attachment Disorder and other specific learning difficulties.	Relevant staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	On-going	Children with ASD, Attachment are successfully included in all aspects of school life.
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On-going	All extra-curricular activities are planned to ensure they are accessible to all children. Increase in access to all school activities for all pupils.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Classrooms are optimally organised to promote the participation and independence of all pupils	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	On-going	All pupils have access to the National Curriculum.
Training for awareness raising of equality issues.	Provide training for governors, staff, pupils and parents as needed Discuss perception of issues with staff to determine the current status of the school. See also Equality assessment.	Whole school community aware of issues relating to Access.	On-going	Community will benefit from a more inclusive environment.
Ensure all children on SEN list have a provision map in place and all pupils on a statement or EHCP have an IEP	Provision maps for all children reviewed annually and IEPs reviewed termly.	Provision maps and IEPs are up to date and form a key part of the planning process.	On-going	Provision maps and IEPs in place to support the needs of individual children.
Review TA development as needed to enable pupils to be appropriately supported.	Discuss termly	Deputy Head, SNUG, Adult support is available during times that individual children may need support.	Review annually	Children have access to support.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Review curriculum areas and planning to include disability issues	Planning to include specific reference to disability equality.	SENCO, SNUG manger and HT to oversee class teachers and TAs to include all children	On-going	Disability issues address during PSHE and relevant curriculum links.
Review PE curriculum to ensure PE is accessible to all pupils.	Include disability sports	PE coordinator, SNUG manger to arrange for children to take part in appropriate sports.	On-going	All pupils to access PE and are able to excel where possible. STAs will be there all the time.
Ensure disabled children can take part equally in lunchtime and after school activities.	Discuss with lunchtime staff and those taking clubs about accessibility	SNUG manager to make staff aware of needs to enable inclusion.	As required	All children feel able to participate equally in out of school activities.

b) Improving the delivery of written information.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	On- going	Delivery of information to pupils and parents/carers improved.
Make available school prospectus, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those who require it.	All school information available for all. School information published on the school website and updated regularly.	On-going	Delivery of school information to parents and the local community improved.
Survey parents/carers on the quality of communication	Part of annual parent's questionnaire	School is more aware of the opinion of parents and acts on this.	Summer 2015	Parental opinion is surveyed and action taken appropriately.

c) Physical access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To be aware of the access needs of disabled children, staff, governors and parents and carers	To improve the widths of ramps in line with current standards.	Business manager and SNUG manager to make sure quotes are received and the work is carried out.	2014-2015	New ramps in place
Ensure the school staff and governors are aware of access issues.	<ul style="list-style-type: none"> Annually, ask parents and carers through a questionnaire to let us know if they have problems with access to areas of school. Staff to share SEN & 'SNUG' passport information with relevant STAs, TAs and Class Teacher to ensure continuity of care for the children. Meet with SEN Governor to share relevant information. 	<ul style="list-style-type: none"> SNUG manager to produce questionnaire. Passports to be written with specific access issues and kept updated. SNUG manager and SENCO to pass information to SEN governor 	<p>On-going process</p> <p>Annually</p> <p>Biannually</p>	<p>Questionnaires monitored to ensure any new needs are met.</p> <p>Passports for specific children with specific access issues are in place in time for new teachers STAs & TAs in time for transition.</p> <p>SEN governor is up to date with current information.</p>

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Ensure everyone has access to all areas of the school.	<ul style="list-style-type: none"> • Ensure nothing is preventing wheelchair access. • Check the doorways are wide enough for a wheelchair • Provide appropriate seating in the classroom 	<p>Site manager, health & safety committee, HT, SNUG manger and all staff to carry out checks and remove any obstructions.</p> <p>Class teachers to swop chairs/desks or order new as needed. CT & SNUG manager to ensure children have appropriate movement.</p>	<p>On-going checks to ensure access is clear.</p> <p>Sept 2014</p>	<p>Access for disabled parents, carers and children is clear and they feel welcome.</p> <p>When in their chair the children can move around the classroom & school. The can reach the desk comfortably.</p>
<p>Ensure all disabled people can be safely evacuated.</p> <p>Ensure there are enough fire exits around the school that are suitable for people with disability.</p>	<ul style="list-style-type: none"> • Ensure there is an emergency evacuation plan for all disabled people. • Ensure all staff are aware of their responsibilities in evacuation. • Ensure all fire exits are kept clear. 	<p>SNUG and business managers to remind staff of the evacuation plan.</p>	<p>On-going</p>	<p>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 wheel chairs can quickly and easily be evacuated</p>
Provide support equipment for pupil with a hearing impairment	Take advice from the Hearing Support Team	SENCO, HT to refer to HST when necessary.	As required	All children with hearing impairment have access to the curriculum.