



## ACCESSIBILITY PLAN

RESPONSIBILITY FOR REVIEW: School Business Manager

DATE OF APPROVAL: (03/16)



**Dixons Marchbank Primary - School Accessibility Plan 2016**

**Access to the Physical Environment**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>	<b>Results to..</b>	<b>Progress Comments</b>
The school is 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 process when required.	Ongoing	Inclusion Manager /class teacher	IEPs in place for disabled pupils and all staff aware of pupils needs.	Principal	
	b) Survey of staff and governors to ensure access needs are met for meetings.	Induction	School Business Manager	All staff governors feel confident their needs are met.	Principal	
	c) Through questions and discussions find out the access needs of parents/carers.	Annually		Parents have full access to all school activities.	Principal	
	d) Circulate information on Access to work scheme.	Recruitment process	Inclusion Manager	Access issues do not influence recruitment and retention issues.	Principal	
	e) Ensure staff are aware of Environmental Access Standard.		SBM			
Ensure access to reception area to all	a) Ensure wheelchair access and appropriate seating	Ongoing	Site Manager	Disabled parents/carers visitors feel welcome.	SBM	
Improve signage and external access for	a) Replace external light bulbs immediately	Ongoing	Site Manager	Visually impaired people feel safe in school grounds	SBM	

visually impaired people	b) Yellow strips mark step edges					
Ensure all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plan for all pupils with difficulties  b) Develop a system to ensure all staff are aware of their responsibilities  c) Consider implications of upstairs Year 5 classrooms when either long term or short term mobility issues arise	As required  Each September	Inclusion Manager & Class teacher  Inclusion Manager	All disabled pupils and staff working alongside are safe in the event of a fire On IEP's	Principal	
Ensure accessibility of access to IT equipment	a) Alternative equipment in place to ensure access to all hardware.  b) Liaise with INCLUSION MANAGER on information in regard to visually impaired and hearing impaired pupils. LA guidance	Maintained  Annually	ICT Technician – staff to raise awareness	Hardware available to meet the needs of all children.	SBM	
Ensure hearing loops are in classrooms to support hearing impaired	a) Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing impaired officers	All children have access to the curriculum	Principal	
All fire escape routes are suitable for all	a) Make sure all areas of school can have wheelchair access  b) Egress routes visual check done daily	As appropriate  Daily	Site Manager  Site Manager	All disabled staff, pupils and visitors able to have safe independent egress.	SBM	

## Access to the Curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria	Results to..	Progress Comments
Increase confidence of staff in differentiating the curriculum IDP training	a) Undertake audit of staff training needs on curriculum access. b) Assign CPD for dyslexia, differentiation and recording methods	May 2016  Ongoing	SLT & LA support  2015-16	Raised staff confidence in strategies for differentiation and increased pupils participation	GB  Principal	
Ensure classroom support staff have specific training on disability issues	a) Staff audit to identify training needs b) Staff access appropriate CPD	Ongoing	Inclusion Manager  Inclusion Manager	Raised confidence of recently appointed support staff	Principal	
Ensure all staff are aware of disabled children's curriculum access	a) Set up a system of individual access plans for disabled children when appropriate b) Information sharing with all agencies involved with child	Annually	Inclusion Manager	All staff aware of individuals needs	Principal	

Use IT software to support learning	<ul style="list-style-type: none"> <li>a) Make sure software installed where needed</li> <li>b) Solicite external advice on hardware adaptations</li> </ul>	Ongoing	IT Technician	Wider use of SEN resources in mainstream classes	SBM	
All school visits and trips need to be accessible to all	<ul style="list-style-type: none"> <li>a) Develop guidance for staff on making trips accessible</li> <li>b) Ensure each new venue is vetted for appropriateness</li> <li>c) Ensure staff are aware of medical needs.</li> <li>d) Ensure alternative quality provision available so as not to disadvantage SEND pupils.</li> </ul>	Ongoing	Principal  EVC co-ordinator	All pupils in school able access all school trips and take part in a range of activities.	GB	
Review PE curriculum to ensure PE accessible to all	<ul style="list-style-type: none"> <li>a) Gather information in accessible PE and Disability Sports</li> <li>b) Sports Coach to work with targeted children to enhance spatial and mobility</li> </ul>	Every four years or when required	PE co-ordinator	All to have full access to PE and be able to excel	Inclusion Manager	
Review curriculum areas to include	<ul style="list-style-type: none"> <li>a) Include specific reference to the</li> </ul>	Annually	Inclusion Manager	Gradual introduction of	GB	

disability issues ensure planning takes account of children with disabilities	<p>2010 Equality Act in all curriculum reviews if appropriate.</p> <p>b) Establish good planning to include support staff where required to ensure equal access for all pupils</p>		Principal	disability issues into all curriculum areas		
Ensure disabled children participate equally in after school and lunchtime activities	<p>a) Survey participation in clubs and after school by disabled children</p> <p>b) Plan and deliver accessible engaging activities</p>	Annually	Inclusion Manager School sports co-ordinator Music co-ordinator	Disabled children feel confident and able to participate equally in and out of school activities	Principal	
Develop links with Special school	<p>a) Develop links with Delius Special School to share INSET opportunities i.e. Wheelchair training</p> <p>b) Plan shared work with Delius and DMB pupils on both sites ie. Hydrotherapy, phonics, sensory room</p>	Annually	Inclusion Manager	Increased understanding of the opportunities	Principal	



## Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria	Results to..	Progress Comments
Review information to Parents/carers to ensure it is accessible	a) Ask parents/carers about access needs to ensure it is accessible	June 2016	Office	All parents receive information in a format they can access	SBM	
	b) Check letters from school so non English parents can access	Ongoing	School office			
	c) Offer translation services					
	d) Survey parents in regard to do we need to share news in other forms ie. Twitter	June 2016	IT Co-ordinator/Office Manager	All parents understand what are the headline of school information	SBM	
Ensure all staff are aware of guidance on accessible formats	a) Guidance to staff on dyslexia and accessible information b) Appropriate resources available in all classrooms and shared writing areas.	Ongoing	Inclusion Manager	Staff produce their own information	Principal	
Inclusive discussion of access to information in all annual reviews	a) Ask parents/carers and pupils about access to information about preferred formats in all reviews	Ongoing  Ongoing	Inclusion Manager	Staff more aware of pupils preferred methods of	Principal	



	b) Develop child friendly IEP review formats			communication		
Signage around school to be in other languages	a) Staff to translate b) Apply for leaflets from LA	Ongoing	Business manager Inclusion Manager	Confidence of parents of disabled children to access their child's education	Principal	