

St Ives Primary and Nursery School - Improving access to the physical environment - 2021 - 2023

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	1. School is aware of the access needs of disabled children.	a) Create access plans for individual disabled children as part of Support Plan process.	September 2021	SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
	2. School staff are better aware of access issues.	a) Review information and training on disability equality for all staff.	Annual September	Headteacher/governing body	Raised confidence of staff and governors in commitment to meet access needs.
	3. All building work has considered Dorset Accessibility guidance.	a) Share Dorset accessibility toolkit with relevant personnel and contractors.	Ongoing	Headteacher/governing body	On-going improvements in access to all areas when undertaking routine and maintenance works.
	4.Improve signage and external access for visually impaired people	a) Replace external light bulbs immediately when 'blown' b) Seek advice from the East Dorset Guidance or Sensory Needs Service on appropriate risk assessment	From March 2021 July 2021	Caretaker Caretaker Headteacher	Visually impaired people feel safe in the grounds. Access around the site easier for all.
	5. Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children b) Develop a system to ensure all staff are aware of their responsibilities	September annually September annually	SENCO Headteacher/governing body	All disabled children and staff working with them are safe and confident in event of fire. "

Medium term	1.Maintain disabled person's parking bay with access to reception and year 6 classroom.	a) Allocate space		Headteacher/governing body	<p>Accessible parking bay for disabled staff/visitors.</p> <p>Easy access from car park to reception for wheelchair users/people with pushchairs etc.</p>
Long term					

Improving access to the curriculum

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Short Term	1.Training for staff in identifying children with 'Sensory' needs.	Training from sensory advisory teacher. Follow up staff meeting Purchase sensory resources for specific children.	September 2021 ongoing	SENCO	Children with an identified sensory need are supported and successfully included in school life.
	2.Training for key staff in braille and use of braille note.	Visual Impairment service to support teaching assistants and class teacher.	Ongoing - weekly	SENCO	Specific child accessing whole curriculum and supported by staff to access braille and adapted resources.
	3.Training for key staff in teaching of reading for children with Downs Syndrome.	Support from Educational Psychologist.	September 2021 - ongoing	SENCO	Programmes and teaching strategies in place to ensure progress. (specific targets on support plan)
	4.Disability awareness days planned to increase understanding.	Disability awareness days planned for children with Autism Spectrum Disorder and Downs Syndrome.	Reviewed September 2021 - planned annually	SENCO and RR lead	Children and staff have an increased understanding of the challenges presented and how these can be overcome. Links to British Values
Medium Term	1. Ensure all school trips are accessible to all	a) Develop guidance for staff on making trips accessible b) Ensure residential locations are accessible and suitable.	Ongoing Ongoing	Headteacher Headteacher	All children in school able to access all school trips and take part in range of activities.
	2. Review all curriculum areas to include disability issues	a) Include specific reference to disability equality 'British Values' and Golden Rights. b) Develop Rights Respecting curriculum to address disability equality issues	September 2021 September 2021	Headteacher/Subject leaders Rights Respecting lead.	Gradual introduction of disability issues into all curriculum areas.

Long Term	1. Ensure disabled children participate equally in after school and lunch time activities	a) Survey participation in clubs at lunch and after school by disabled children	Termly checks	Deputy Head teacher/ PE lead	Disabled children confident and able to participate equally in out of school activities.
	2. Review IT resources to support access	Purchase of iPads and apps to support access. Respond to advice from outside agencies and add relevant apps.	September 2021	Ongoing	IT support is current and ensuring greater access to the curriculum for specific children.

Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
Short Term	1. Ensure all staff are aware of guidance on accessible formats	a) Provide guidance to staff on dyslexia and accessible information including visual timetables/ sign language/ clickr6	Annually plus specific training for new staff/ school direct personnel.	SENCO	Staff to produce routine information to children in accessible ways.
	2. Inclusive discussion of access to information in all annual reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews b) Use Person Centred Review format and ensure parents are supported where necessary by parent support group.	Reviewed annually	SENCO	Staff more aware of pupil's preferred methods of communication.
Medium Term	1. Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school.	Reviewed annually	Headteacher	All parents getting information in format that they can access.