

**Bury CE (Aided) Primary School - Accessibility Plan 2020 – 2023**

**Access to the Physical Environment**

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Timescale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff &amp; governors are aware of access issues</p>	a) to create access plans for individual disabled children as part of the IEP process.	As required	SENCO / class teacher / LEIS	<p>IEPs are in place for children with disabilities, and all staff are aware of pupils' needs. SENCO passports in place for all SEN children</p> <p>All staff &amp; governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school. Bespoke options created as needs arise</p> <p>Access to Work Information in Staff Handbook and on staffroom notice board.</p> <p>Volunteers are aware of needs of SEN children at all times – without sharing personal information where not needed</p>
	b) to ensure staff and governors can access areas of school used for meetings	As required following change of governors	Headteacher	
	c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing process	Headteacher	
	d) circulate information to relevant staff on Access to Work scheme	In place Autumn term 2020	Headteacher / H&S committee	
	e) Staff to share SENCO information with volunteers and support staff to ensure continuity of care for the children	Ongoing process	SENCO	
Ensure everyone has access to reception area	a) ensure that nothing is preventing wheelchair access	Daily check to ensure the area in clear of obstructions Autumn term 2014	Caretaker / Health & Safety Committee/ Premises Officer	Disabled parents / carers / visitors feel welcome.

Maintain safe access for visually impaired people	Check exterior lighting is working on a regular basis	Ongoing checks	Caretaker / Health & Safety Committee / Premises Officer	Bulbs replaced as needed
Ensure all people with disabilities can be safely evacuated	<p>a) Ensure there is a personal emergency evacuation plan for all pupils with disabilities.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the needs of specific children</p>	<p>As required</p> <p>Annual review in September or as new staff join</p>	<p>SENCO</p> <p>Premises officer organises annual training</p> <p>SENCO/Headteacher to remind staff to use a more appropriate classroom if this situation arises</p>	<p>All pupils with disabilities and staff working with them are safe in the event of a fire.</p> <p>People with wheelchairs can be evacuated quickly and easily</p>
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from LEIS 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 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	SENCO / Headteacher	Raised confidence and ability to appropriately support for all staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Set up a system of IAP's for children with disabilities when appropriate. Share information with all agencies involved with each child	Ongoing	SENCO	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 / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews with a particular focus on ensuring range of books available to be used in assembly and PSHE lessons	Summer term 2020	English lead & class teachers	Gradual introduction of disability issues into all curriculum areas
Ensure children with disabilities can take part equally in lunchtime and after school activities	Discuss with After School Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	SENCO	Children with disabilities feel able to participate equally in out of school activities.