

St Mary's C of E Primary School Access Action Plan March 2014 – March 2017

A. Improving Physical Access to the school

The school is moderately accessible once inside as most facilities as on one level. However there is a step to canteen area and staff room meaning at present these areas are not fully accessible. The school has sort capital funds, (LCVAP) to improve reception areas of the school.

Target/success criteria	Action	Timescale	Outcome impact
Accessible and designated car park space for disabled	Mark car park space with disabled space near school. Following development of site this can now be pursued for 2015/16	June 2016	
Improve disabled toilet for adults with emergency cord	Budget for this	June 2014	Complete
Further improve disabled toilet for adult	Improve taps on wash basin, included worktop and changing facilities for parents needing to change children and disabled children. Need to budget for this from LCVAP	July 2016	
Welcoming and accessible entrance areas for wheelchair users	Space for wheelchair users in entrance hall.	June 2016	April 2015 – improvements to front gate lighter frame- more easily accessible (Access to main part of school also needs to be reviewed to ensure this is accessible)
Improve access to outside areas from class reception and canteen and also internally from	Improve more level access to these areas. Replace heavy iron gate with new gate that can be opened out to allow wheelchair access		
Improve access to school for disabled	All the above to be built into improving the reception areas access and security of the school		

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Improve access to school field for disabled	Prepare surface for wheelchair users – quote on this needed	June 2016	
Provide induction loops for hearing impaired in hall	Provide loop facilities in reception area and school hall. Quote needed on this	June 2017	

A. Improving curriculum access for pupils at St. Marys

Target/success criteria	Action	Success Criteria	Timescale	Outcome impact
All children with ASD fully included and accessing the curriculum and making progress at least in line with their peers	Staff training Curriculum adaptations IBPs, positive handling, risk assessments as needed.	All staff familiar with potential ASD behaviours and how to best support these in the classroom and wider school.	2014-15	Staff training complete Curriculum personalised as needed Areas risk assessed School is inclusive of ASD children (and parents feel supported)
All children with EAL fully included and accessing the curriculum and making progress at least as good as their peers.	Staff training Member of staff to be EAL lead EAL individual plans Translators at parent evenings and induction	Staff aware of areas of need for EAL and how to best support the children. EAL lead has record of all children and resources to support. Regular use of translators for EAL parents.	2014-15	EAL pupils making good progress if this is the only barrier to learning. EAL individual plans and interpreters used . Feedback from parents positive on this.
The needs of children with dyslexia are fully met	See IDFS action plan	School is fully inclusive of all children.	IDFS mark achieved by school December 2015	
All extra-curricular activities planned to make sure they are accessible to all children	Audit and questionnaire to children about extra-curricular activities – Provide additional TA support as needed	Increase in SEND/EAL children attending clubs. Provision offered adapted to reflect demands of children.	2014-15 Monitor during the year and adapt provision based on this feedback	% of children with EAL, SENDI attending clubs improving. Variety of clubs key in this
Provision maps for all pupils with SEND	All set up with SENCO and class teacher. Reviewed regularly and	Provision maps improve the quality of learning for pupils	2014-15	Fully implemented. Parents and carers fully involved through PIP

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	used in pupil progress meetings	with SEND, ensure consistent approach and communication.		(Pupil Individual Planning) meetings. Positive feedback on this and becoming embedded practise.
SENDI offer published for all September 2014	Wave provision with all staff	SENDI fully understood throughout the school and clear understanding and provision of quality first teaching in addressing needs.	September 2014	Increased inclusion and use of different teaching styles to support SENDI children. Clear Graduated approach to additional needs. Early Years Offer published June 2015 and building provision in pre –school (now under governance of the school)

C Improving the delivery of written communication

Target/success criteria	Action	Success criteria	Timescale	Outcome impact
Increased use of different formats for conveying information	Promote availability of information – ensure website is regularly updated. Promote availability of information in different formats as required (actively ask about this)	Information available for all in paper and electronic form and can be made available in other formats as needed Actively ask parents about this ready for September 2015 (see next action point)	2014-15	Improved communication with parents. Parents and carers receive communication with school in accessible format.
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is aware of preference and accessibility to information and acts on this	June 2015 Adapt communication following survey	Improved communication with parents