

**ST NEOT PRIMARY SCHOOL ACCESSIBILITY PLAN**  
**Improving Access to the Curriculum**

<b>Target</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success criteria</b>
Develop range of learning resources that are accessible for students with different disabilities	Advice from outside agencies	Ongoing	SENCo/Headteacher	Sufficient and suitable resources are available
Teachers develop their knowledge of different teaching and learning styles. Identify suitable professional development opportunities	Advice from outside agencies	Ongoing	SENCO/Headteacher	CPD ensures practices are current. Higher attainment for students with SEN/disabilities
Disability Equality issues are incorporated into Citizenship curriculum	Review PSHE Curriculum	Ongoing	SENCo/Headteacher	Students have greater understanding of disability issues
Ensure support staff have specific training on disability issues	Identify training at regular meetings	Ongoing	SENCo/Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Share information with all agencies involved with each child via IEPs	As needed	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 PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Oncoming	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. TA will assist 1:1 or when necessary
Review curriculum areas and planning to include disability issues	St Neot School adheres to the Equality Act 2010	As required	SENCO & Headteacher	Introduction of disability issues into all curriculum areas
Ensure disabled children 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	Disabled children feel able to participate equally in out of school activities.

**Improving Access to the Physical Environment**

<b>Target</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success criteria</b>
To be 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.  b) to ensure staff and	As required	SENCO / class teacher	IEP's to be put in place for disabled pupils, and all staff are aware of pupils' needs where needed. All staff & governors are

Ensure the school staff & governors are aware of access issues	governors can access areas of school used meetings  c) Discussion with parents/carers through IEPs to address access issues	Ongoing process  Ongoing	Headteacher  Headteacher  Headteacher / H&S committee	confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school.
Maintain safe access for disabled people	Check condition of yellow paint on step edges annually Check exterior lighting is working on a regular basis Put padding on pillars	Ongoing checks	Site Supervisor / Health & Safety Committee  SENCO/Site Supervisor	Disabled people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year.
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation	As required	SENCO  Headteacher to remind staff	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 wheelchairs can be evacuated quickly and easily
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 disabled personnel and pupils have safe independent exits from school

#### Improving Access to Information

Target	Action	Timescale	Responsibility	Success criteria
Make information more accessible to pupils and parents via the website	Incorporate website links	Ongoing	Admin	Information is freely available
Signage around school to be in other languages/braille	Plans for a welcome sign in reception	As required	Headteacher / SENCO	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages	As required	SENCO / Headteacher  SENCO/Headteacher	Staff more aware of preferred methods of communication, and parents feel included.