

Hillcrest Primary School – 2014-2015 Accessibility Plan



Access to the Physical Environment Targets	Strategies	Timescale	Responsibility	Success criteria
<i>Short Term / Ongoing Actions</i>				
To know who in the school community has specific access needs.	<ul style="list-style-type: none"> • Create an individual plan for each child with disability to ensure needs are met. • Survey staff, governors and parents to ascertain access needs. • Update electronic records to include all relevant information. 	Ongoing	SENCO/Inclusion Leader Admin staff Pastoral Support Worker	Clear database of needs of those within the school community identified through target tracker/SIMS/staff handbooks.
Ensure staff are aware of access issues.	<ul style="list-style-type: none"> • Ensure that staff have copies of individual plans for children in their care. • Highlight on-going issues to staff through weekly briefings, staff meetings, SLT. • Feedback findings from Health and Safety Walks to governors and individual staff where access issues are identified. • Ensure all visitors and contractors abide by access requirements. • Identify suitable training for specific cases as required. 	On-going	SENCO/Inclusion Leader Head Teacher Business Manager Site Manager Lead H&S governor	Staff able to show clear understanding of access issues. Recruitment procedures are not influenced by access issues. Contractors guidance notes clearly identify access issues.

<i>Medium Term / Annual Actions</i>				
Annual audit of signage to ensure reaches requirements.	<ul style="list-style-type: none"> • Carry out a site walk to identify all signage. • Assess whether current signs are accessible. • Identify signs that need replacing and where others need to be added. 	Annual H&S report	Lead H&S governors Business Manager Site Manager Head Teacher Safety Committee	All signs are appropriate and of the right size.
Ensure that arrangements are in place for evacuation of disabled pupils.	<ul style="list-style-type: none"> • As part of Health and Safety review of fire and evacuation procedures, ensure that the needs of disabled pupils are taken into account. • Allow staff and pupils the opportunity to rehearse routines. 	As required	Lead H&S governors Business Manager Site Manager Head Teacher Safety Committee Key Staff Members	Evacuation procedures clearly indicate provision for disabled children and adults.
Consider needs of disabled children and adults as part of the Business Continuity Planning arrangements.	<ul style="list-style-type: none"> • Adapt and adopt the Bristol Business Continuity Plan. • Ensure that the needs of disabled children are taken into consideration. • Give opportunity to rehearse procedures. 	As advised	Head Teacher Business Manager	Business Continuity Plan in place with reference to disabled children and staff.
<i>Long Term / Single Actions</i>				
Address lift accessibility to upstairs classrooms.	<ul style="list-style-type: none"> • Meet with Local Authority to address issue with school lift. 	Spring 2015	Safety Committee Business Manager Contractor	The whole school building is accessible to all people with regards to wheelchair/crutch users.

Access to the Curriculum Targets	Strategies	Timescale	Responsibility	Success criteria
Short Term / Ongoing Actions				
Ensure that all policies take access and equalities issues into consideration.	<ul style="list-style-type: none"> • Ensure that all updated policies give attention to accessibility and equality issues. • Establish clear guidelines for staff who are revising policies. 	On-going	Governing Body	All policies give place to disability issues.
Ensure that all educational visits are accessible to all children.	<ul style="list-style-type: none"> • Liaise with activity providers as required for meeting the needs of specific children. • Ensure that sufficient adult support is available to children with disabilities. • Evaluate effectiveness of provision to ascertain whether to use it again in the future. 	As required	Class Teachers Deputy Head Activity Providers	Disabled children are able to access all educational visits.
Ensure school curriculum is accessible to all children.	<ul style="list-style-type: none"> • Curriculum review to incorporate disability issues. • Curriculum policy statement to make reference to access and equality issues. • Lesson monitoring to ensure that the needs of all children are met. 	Annually	SLT Curriculum Leaders Standards Committee	All children are able to access the curriculum at their own level.
Review collective worship programme to ensure that disability and access issues are addressed.	<ul style="list-style-type: none"> • Review collective worship cycle and ensure that disability and equality issues are covered effectively during the year. • Invite visitors into school as appropriate. 	On-going	Leadership Team Values Leader	Collective worship programme reflect disability issues.

<p>Ensure disabled children are able to take part in extra-curricular and lunchtime activities.</p>	<ul style="list-style-type: none"> • Review after school clubs to identify take-up by disabled children. • Actively promote clubs to those with disabilities and plan for their inclusion. • Audit lunchtime provision and use lunchtime staff to monitor the involvement of disabled pupils. • Incorporate new games and activities that are easily accessible to all. 	<p>Annually On-going</p>	<p>Deputy Head Club providers SMSAs</p>	<p>All school activities are accessible to and used by all children, regardless of disability.</p>
<p><i>Long Term / Single Events</i></p>				
<p>Annual review of curriculum to ensure access issues remain up to date.</p>	<ul style="list-style-type: none"> • On-going review to ensure that the needs of disabled children are constantly being met. • Engage children themselves in discussion about the curriculum. 	<p>Annually</p>	<p>Deputy Head SENCO/Inclusion Leader</p>	<p>Curriculum remains accessible and flexible.</p>
<p>Ensure that staff training is updated on an on-going basis.</p>	<ul style="list-style-type: none"> • Identify training needs for teachers and support staff. • Access appropriate training opportunities in and out of school. • Monitor use of training back in school to ensure effective in meeting children's needs. 	<p>Annually through perf mgt</p>	<p>Deputy Head SENCO/Inclusion Leader</p>	<p>Staff able to carry out their roles effectively in relation to those with disabilities.</p>

Access to information Targets	Strategies	Timescale	Responsibility	Success criteria
<i>Short Term / Ongoing Actions</i>				
Review key documents within the school to ensure accessibility.	<ul style="list-style-type: none"> • Ensure that new and old documents are reviewed regularly to ensure that they meet access requirements. • Governing Body to scrutinise against these requirements. 	On-going	Governing Body	All documents fully accessible to all members of the school community.
Ensure staff are all able to present visual timetables for children to meet specific requirements.	<ul style="list-style-type: none"> • Obtain training on visual timetables from a suitable outside agency. • Staff to identify if and when these might be useful. • Begin to use in more classes. 	On-going	SENCO/Inclusion Leader Deputy Head Head Teacher	Visual timetables in use across the school, or at least in those classes where it is most necessary.