

**Fairway Infant School
Accessibility Action Plan
July 2018**



Adopted by the Full Governing Body
At their meeting on 5th July 2018
Signed by: Sue Peckham
Next review date: July 2021

Priority: - To ensure equal access for disabled pupils/people by:

1. Ensuring access to the curriculum
2. Improving to the physical environment to increase access to education and associated services.
3. Improving the provision of information for disabled pupils/people.

Aim = What	Task = How	Who	Resources	When	Outcome
1. Access to the curriculum for disabled pupils					
Maintain skill levels / training of staff to ensure appropriate curriculum support for disabled pupils.	Identify training courses for appropriate members of staff When recruiting new staff identify necessary skills in job specification.	CPD Co. SLT Panel	Recruitment pack / Staff Reviews	As required	Staff will have suitable skills for working with identified pupils.
Make sure there is adequate supervision for any children who require extra support (including support during playtimes and lunchtimes).	Audit/review playground supervision regularly. Increase staffing levels as required Review lunchtime equipment/resources	SENCO TAs Govs	Extra TA support as appropriate	As required	Safe secure facilities.
Make sure the IEP truly reflects the needs of individual child.	Termly staff review meetings linked to Specific organised training sessions for individuals as required SENCO to work with teachers if support is required	SENCO Ts	CPD training programme	Review/ evaluate meetings	Identify and remove barriers to learning in every aspect of school life.
Provide suitable equipment to enable the child to access the curriculum most effectively.	Liaise with agencies (OTs etc) to identify appropriate resources for individual pupils	ISP SENCO	Locality SENCO meetings	As required	Overcome potential barriers to learning
Promote a positive attitude to all disabled pupils / people in planning the curriculum, 'so that every child is equally valued both by the staff and by their peers (Eliminating harassment and discrimination)	Planned PSHCE topic work Assemblies Charity Events (Comic Relief etc)	HT SLT Ts	PPA time CPD meetings	Ongoing	Increase awareness within the school of the needs of those who face inequality of opportunity.

Early identification of needs of disabled pupils/people	Transfer and Transition termly Meetings prior to starting school Liaising with other agencies	SENCO	Transfer/transition meetings & Locality SENCO PARMS	Termly	Needs of individual pupils identified early
2. Improvements to the physical environment to increase access to education and associated services.					
Improving the environment for all by making sure that signage can be used by all and that instructions/directions can be understood by all	Provide Fluorescent Emergency exit signage. Review other signs and replace as necessary.	L&M Comm PDP	H&S inspection & L&M meeting	Termly	Exits and entrances will be clearly marked, ensuring H&S Guidelines are met.
When planning any redecoration/refurbishment the needs of the disabled are also considered with a view to helping to increase access to education and associated services.	Consider colours used when redecoration is required. Suitable furniture Keeping areas clear for access Walking trail.	Govs BD	Allocate funding when budget planning	On going	The Governing Body will endeavour to meet the needs of all the community when planning building projects or any access changes to the school environment.
To make reasonable adjustments to the physical environment of the school for disabled pupils, so that they are not at a substantial disadvantage.	Walking trail. Toilet and Washing facilities Offsite visits – Risk Assessments carried out to identify potential health and safety hazards for all children. Evc to advise.	Govs Ts EVC	Funding from various sources – PTA, Sch Fund, grants	On going	The physical environment will be suitable for all abilities and needs.
Early identification of needs of disabled pupils/people	Meetings within the school to arrange smooth transition systems between classes IEP discussed with carers/parents.	PARM etc	P Cons evenings & CPD meetings	Termly	Resources and planning will be in place prior to starting school.
3. Improvements in the provision of information for disabled pupils/people.					
Information to be made available in a variety of formats ensuring the needs to the disabled pupils/people are met. (Paper copy / Larger format / Website)	Audit/questionnaire to families Analyse questionnaire to identify needs Prepare suitable format	Govs P. Welfare	Set up work party to create/analyse questionnaire	On going	Better communication systems for all needs.
Improving the signage so that it can be used and directions/instructions are understood by all	Provide Fluorescent Emergency exit signage. Review other signs and replace as necessary. Emergency lighting Emergency pull cord system installed in toilet for disabled in computer suite	L&M Comm PDP	H&S budget, Inclusion funding & DFCG	Pull cord checked every 6 months	Appropriate access to all areas of the school.

4. Other					
Promote equality of opportunity. (Admissions, recruitment and access)	Policies Admissions Policy Recruitment and selection	All stakeholders	Gov meeting & CPD staff meeting	Updated annually	Consistent equality of opportunity in all areas of school life.
Encourage participation in all events by all members of the school's community.	Risk assess activities Adapt activities/events to ensure participation for all	Govs Staff others		On going	All members of the school's community will be able to participate appropriately in all events.

Definition of Disability:

A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Key:

CPD= Continuing Professional Development
DFCG = Devolved Formula Capital Grant
IEP= Individual Educational Plan
L&M = leadership & Management Committee
HT= Head Teacher
SLT= Senior Leadership Team
TAs= Teaching Assistants

Co = Co-ordinator
H&S = Health & Safety
ISP= Integrated Service Providers
PARM = Planning and Review Meeting
SENCo = Special Educational Needs co-ordinator
Ts = Teachers

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Chair of Governors