

St. George's Church of England Primary School

Accessibility Action Plan

Target Success	Action Planned	Success Criteria and key milestones of progress	Key people involved	Resources/cost
<p>Equality and Inclusion</p> <p>Ensure that all policies consider the implications of disability access.</p> <p>Ensure that all staff are aware of, and able to use any SEN software or programmes</p>	<p>Consider during review of policies Audit of SEN resources and list is available to staff.</p> <p>Access and provide training on specific programmes and interventions, enlisting outside support where necessary.</p>	<p>On an on-going basis</p> <p>Policies reflect current legislation. All staff have knowledge of the programmes available in school.</p> <p>Key staff are identified to receive training and, where possible, this is cascaded to other members of staff.</p> <p>Appropriate, evidenced programmes of intervention are in place for pupils where needed</p>	<p>SLT.</p> <p>SENCo, SLT.</p> <p>SENCo, teaching staff</p>	<p>Staff time</p> <p>Training time</p>
<p>Physical Environment</p> <p>Support written recording of work through alternative methods for children with identified difficulties in this area.</p>	<p>Purchase additional IT aids e.g. recordable books/ iPads and mini recorders and other supporting materials e.g. writing slopes, pencil grips, specialist pens and pencils. Provide touch typing intervention as required. Continue to provide gross and fine motor intervention to aid written recording.</p>	<p>On an on-going basis</p> <p>Resources are renewed and supplemented. Money from budget share is used effectively to purchase resources in this area. Staff continue to be aware of specific intervention programmes. Children's needs are identified on provision maps and provision is in place.</p>	<p>SENCo and SLT SENCo</p> <p>CPD / Teaching Staff SLT-Class Teachers</p>	<p>SEN time</p> <p>Support staff time to deliver intervention programmes.</p>

<p>Ensure that school continues to be fully accessible to disabled children, staff, parents/carers and other users of the building.</p>	<p>Elicit advice as required from specialist outside agencies e.g.STAPPS, SEN IT support. Provide opportunities for staff training as required. Ensure that gathering information about disability forms part of the admissions and recruitment processes and indications that there are additional needs are followed up by a member of the SLT. A risk assessment is carried out when school is notified of any short-term medical need e.g. following an operation or accident.</p> <p>Ensure that any bump or trip hazards are identified for visually impaired children.</p> <p>Ensure that medical cabinets in classrooms are appropriately stocked for medical needs.</p> <p>Ensure that all exterior doors open out to a level surface or have a ramp.</p>	<p>Staff are kept abreast of interventions and support strategies and implement these. Children’s needs are identified on provision maps and provision is in place. School responds to the needs of individuals carrying out a risk assessment as necessary, identifying any reasonable adjustments which need to be carried out to either the fabric of the building or daily routines. The building remains fully accessible to all users.</p>	<p>Year Group Teachers SLT SENCo.</p>	<p>Time to attend courses. Cost implications if changes to the physical are needed. Time to carry out risk assessments and to liaise with medical staff.</p>
<p>Delivery of information</p> <p>Ensure equality of access to written materials.</p>	<p>On-going involvement from SISS to support pupils with visual or auditory impairment. Ensure that written materials are adapted in a number of ways e.g. modification through font size and print format, and that modified</p>	<p>Staff are kept abreast of interventions and support strategies and implement these. Children’s needs are identified on provision maps and provision is in place. School responds to the needs of individuals carrying out a risk assessment as necessary, identifying any reasonable</p>	<p>All staff/ SENCo/CPD . All staff SENCo</p>	<p>Training time. Time to liaise with outside agencies. Modification time.</p>

	<p>materials are sought for children with visual impairments where necessary. Enlist support from Social Communication Outreach to identify children who would benefit from visual timetables.</p>	<p>adjustments which need to be carried out to either the fabric of the building or daily routines. The building remains fully accessible to all users.</p>		
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Evaluation/Impact
October 2017

Equality and Inclusion
ASD training has taken place for all staff during the last academic year.
The needs of a visually impaired child have been assessed and met.
Consider emergency inhalers and epipens to reflect new guidance.

Physical Environment
Not all exterior doors open out to a level surface (Y3, Y5/6 cloakroom, Y6 classroom, corridor between Rainbow and Sunshine rooms). FG to meet with buildings/maintenance to provide ramps for these doors. Wheelchairs can still exit the building through these doors however this should be addresses as soon as possible.
Exterior yellow paint to identify hazards should be renewed.