



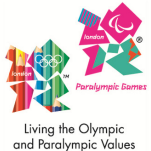
LANDULPH SCHOOL

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Headteacher Mrs **B E Worth B.Ed (Hons) NPQH**

Disability Access Plan Policy



1. Introduction

This policy was developed during 2012 through a process of consultation with Teaching Staff, The Governing Body and Parents.

This policy;

- was approved by the Governing Body on March 2013
- will be reviewed in the Spring 2014

To be monitored termly by the Headteacher, SENCo and Special Educational Needs Governor.

2. Access to the Physical Environment.

	Targets	Strategies	Timescale	Responsibility	Success criteria
Short Term	1. School is aware of the access needs of disabled children, staff, parent/carers and visitors.	<p>a) Create access plans for individual disabled children as part of IEP process.</p> <p>b) Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings etc.</p> <p>c) Include questions in a confidential pupil information questionnaire about parents/carers' access needs and ensure they are met at all events.</p>	<p>As required</p> <p>By Easter 2013</p> <p>September 2012</p>	<p>SENCo</p> <p>Headteacher/SEN Governor</p> <p>School Secretary/ Headteacher</p>	<p>Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.</p> <p>Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings.</p> <p>Parents able to access fully all school activities.</p>
	2. School staff are better aware of access issues.	<p>a) Circulate information on disabilities access rights to SMT and governors.</p> <p>b) All contractors doing repairs and maintenance to work to Health and Safety and access standards</p>	<p>September 2012</p> <p>From now</p>	<p>Headteacher</p> <p>Headteacher</p>	<p>Access issues not influencing recruitment and retention decisions.</p> <p>On-going improvements in access to all areas during any repair and maintenance works.</p>

	3. Clear corridors, especially in cloakroom areas.	a) Ensure that all children's bags are hung up on pegs and that floor area is kept clear.	On-going	Headteacher/ Class Teachers	Corridors are kept free of tripping hazards.
	4. Improve signage for external and internal access for visually impaired people.	a) Replace external and internal light bulbs immediately when blown. b) Get advice on appropriate colours/styles for signs and implement when signs are replaced.	On-going On-going	Contractor Headteacher	Visually impaired people feel safe in the grounds. Access around the site easier for all.
Medium term	1. When repainting classrooms use appropriate colours with suitable contrasting woodwork	a) Seek advice from Health & Safety Officer and Disability Access Adviser on which colours are most appropriate. b) When classes are painted under repairs and maintenance, include contrasting colours	On-going On-going	SENCO/ Headteacher Contractor/ Headteacher	Colour schemes that support teaching, learning and behaviour. Classes accessible for visually impaired pupils.
	2. Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children. b) Review evacuation procedures to ensure all staff are aware of their responsibilities.	As required Autumn Term 2012	SENCO/ Headteacher Headteacher	All disabled children and staff working with them are safe and confident in event of fire and other emergencies.
	3. Ensure that the edges of steps are	a) Paint and maintain the paint on edges of each step.	Autumn Term 2012	Contractor/volunteer	All steps are highly visible to all members of school

	visible.				community.
Long term	1. Review and replace inadequate lighting in all areas.	a) Seek advice on the lighting in all teaching areas from the Special Needs Support Team. b) Use funding from the DFC to replace inadequate lighting.	Autumn Term 2012 Headteacher	SENCo/ SEN Governor	Lighting adequate for visually impaired and hearing impaired children who may be admitted to the school.
	2. Ensure all fire escape routes are suitable for all.	a) Request advice from Health and Safety and Fire Officer on accessibility of exit routes and fire doors, particularly for wheelchairs.	Autumn Term 2012	SENCo/Headteacher	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.

3. Access to the Curriculum.

Short Term	1. Increase confidence of staff in differentiating the curriculum for disabled pupils.	a) Undertake audit of staff training needs on curriculum access for different disabilities within the school. b) Assign 1 INSET day to training identified e.g. PH, dyslexia, differentiation, alternative recording	As required In service training during academic year 2012/2013	SENCo Headteacher	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	2. Ensure LSAs have access to specific training on appropriate disability issues	a) Arrange INSET opportunities for LSAs with specific responsibilities for disabled pupils.	As required	Headteacher	Raised confidence and skill levels of LSAs working closely with children with disabilities.

Medium Term	1. Ensure all staff are aware of disabled children's curriculum access.	a) Set up system of individual access plans for disabled children.	As required	SENCo	All disabled pupils to have individual Access Plans.
		b) Set up system for information to be shared with appropriate staff.	As required	SENCo	All staff aware of individual pupils' access needs.
	2. Ensure all staff are aware of, and able to use, SEN software and resources	a) Audit all SEN ICT and other resources and make list available to all staff.	Autumn Term 2012	SENCo/ICT TA/ ICT Subject Leader	Wider use of SEN resources in mainstream classes.
		b) Run individual training sessions on use of SEN Software e.g. predicted text, Widget	Autumn Term 2012	SENCo/ICT Subject Leader	
Long Term	1. Ensure all school trips are accessible to all	a) Develop guidance for staff on making trips accessible.	Spring Term 2013	Headteacher/EVC	All children in school able to access all school trips and take part in range of activities.
	2. Review all curriculum areas to include disability issues	a) Include specific reference to disability equality in all curriculum reviews.	Autumn Term 2012	Headteacher	Gradual introduction of disability issues into all curriculum areas.
		b) Have section on disability equality and curriculum access planning sheets.	Spring Term 2013	Headteacher	
	3. Ensure disabled children participate equally in after school and lunch time activities.	a) Survey participation in clubs at lunch and after school by disabled children.	Autumn Term 2012	SENCo/ Headteacher	Disabled children confident and able to participate equally in and out of school activities.
		b) Organise additional activities for disabled pupils.	Autumn Term 2012	SENCo/ Headteacher	

4. Access to Information.

Short Term	1. Review information to parents/carers to ensure it is accessible.	a) Ask parents/carers about access needs when child is admitted to school. b) Review all letters home to check reading age/Plain English.	Anually from September 2012 Autumn Term 2012	Secretary/ Headteacher Secretary/ Headteacher	All parents getting information in format that <i>they</i> can access.
	2. To provide written information to pupils in an appropriate format.	a) Develop ways of presenting information for visually impaired pupils when they join the school.	As required	SENCo/ Headteacher	All children can access written information appropriately.
	3. Include discussion of access to information in all annual reviews.	a) Ask parents/carers and children about access to information and preferred formats in all reviews. b) Develop strategies & IEPs to meet needs	Autumn Term 2012 On-going.	SENCo SENCo	Staff more aware of pupil's and parents/carers preferred methods of communication.
Medium Term	1. Redesign school brochure to be accessible.	a) Review school brochure in Plain English etc. And to ensure it welcomes disabled children and those with SEN.	Autumn Term 2012	Headteacher/ Governors	Parents/carers feel confident in the information they have about the school.
	2. Ensure appropriate information is distributed to parents of disabled children	a) Routinely distribute information from disability groups to parents of disabled children.	On-going	SENCo	Increased confidence of parents of disabled children with regard to information regarding the disability.
Long Term	1 .Children become more	a) Include access to information in Circle Time.	On-going	All teachers	Children able to articulate their access needs and

	aware of their own learning styles and access needs.	b) Encourage pupils to express their access needs and explore learning styles.	On-going	All teachers	understand their own learning styles.