

JOHN RANDALL PRIMARY SCHOOL

DISABILITY ACCESS PLAN

Review – December 2009

Last review – December 2010

Last review – December 2011

Last review – December 2012

Last review – December 2013

Last review – December 2014

Last review – December 2015

Last review – December 2016

The Disability Access Plan

This plan aims to improve access to all aspects of education within this school and remove any existing barriers to pupil learning. It also aims to widen the opportunities for including pupils within the school and to look positively at ways in which existing difficulties can be overcome. In this way the Governing Body is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

The plan has four interlinked elements:

1) Improvements in access to the curriculum by:

- Providing for all pupils a curriculum which is appropriate to their needs.
- Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.
- Establishing a focus group of disabled people who use the school. Not sufficient people at present (12/15)

2) Physical improvements to increase access to education and associated services by:

- Ensuring that the school buildings and grounds are fully accessible to pupils with mobility, sensory and other impairments.
- Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all pupils.

3) Improvements in the provision of information in a range of formats for disabled pupils by:

- Providing for pupils and their carers / parents, information about the school and its curriculum in a format that takes account of any disabilities.

4) Promotion of the rights and achievements of disabled people.

- Participation in national awareness weeks etc.
- Careful monitoring of any bullying or harassment of disabled children.

		<p>Ensure all contractors doing Repair & Maintenance, work to standards laid down by Telford and Wrekin.</p> <p>When appropriate, we will invite all disabled children, parents, carers and other users to an open forum to discuss issues of disability.</p>	<p>TL(5) - risk assessment</p> <p>From July 2007</p> <p>On-going</p>	<p>Headteacher</p>	<p>carrying out any R&M works.</p> <p>School is aware, through consultation, of the needs of all users who consider themselves to be disabled.</p>
Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	2) To maintain access throughout the school.	<p>To ensure that all furniture and equipment is placed in such a way as to allow wheelchair access.</p> <p>Access to the front door needs attention as a wheelchair user can't open the door to ring the internal bell</p>	<p>On-going as needs arise</p> <p>Awareness of two children in year four/five</p> <p>And two in reception /one in year 2</p> <p>Spring 2013</p> <p>Front door access bell - March 13</p>	<p>Class teachers & Caretaker</p> <p>Risk assessment in place</p> <p>SBM</p>	All people with disabilities feel more welcome.
	3) Maintain signage and external access for visually impaired people.	<p>Replace external light bulbs immediately if they blow.</p> <p>New external lighting</p> <p>New internal lighting - no</p>	<p>Ongoing</p> <p>Oct 12</p>	Caretaker	Visually impaired people feel safe both within the school and its grounds.

		switches needed			
	4) Ensure that all disabled pupils can be safely evacuated	If needed Put in place Personal Emergency Evacuation Plans for all disabled children. Ensure that all staff are aware of responsibilities.	Ongoing With immediate effect	SENCO / TAs Headteacher	All disabled children and staff working with them are confident in the event of fire.
Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term	1) Improve acoustics in the school hall	Seek advice from the Sensory Impaired Children's Team (or similar organisation) on acoustics.	By April 2011 Not viable - new sound system installed instead - Nov 13 Ear defenders purchased and used when needed to 'muffle' sound	Headteacher/SENCO	Hearing impaired children are better able to access activities in the school hall.

2) Access to the Curriculum.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Increase confidence of staff in differentiating the curriculum to suit the specific needs of disabled children.	Undertake audit of staff training needs linked to book scrutiny. Haughton outreach/BSS training and advice Spring term audit of current needs re ASD	March 2008 Ofsted report Dec 13 April 14	Headteacher / Curriculum co-ordinators	Training needs of staff are clearly understood.
	Ensure TAs have access to specific training on disability issues.	Use staff audit to identify TA training needs and inform Professional Development Process Behaviour support Sept 12 Emotional wellbeing and mental health - TAs and teachers Pilot OT for early intervention in schools for fine motor skills Behaviour support	From Jan 2008 as required Over academic year 2011/12 3 meetings Behaviour management Nov 13 Attachment disorder Speaking and listening School year 14-15 Spring 15 Now have 3 staff Elklan trained 3 rd person Autumn	SENCO	Raised confidence of staff in strategies to differentiate work for disabled pupils.

			2016 2x SSAs 1.8 sessions support FS and KS1 + specific S+L		
	Ensure TAs are aware of, and able to use, SEND software and resources	Audit all SEN ICT and other resources, making list available to all staff. Individual training on SEN software as appropriate. Two Alpha Smarts purchased for use by pupils with writing difficulties I pads for interventions Lap weights More large wobble cushions More writing slopes Coloured paper in exercise books and overlays for reading	November 2007 From January 2008 as required SENCO/ICT co-ordinator to plan staff meeting on SEN software. March 2014 Summer 15 Autumn 15 As needed	SENCO / ICT Coordinator SENCO	Wider use is made of SEN resources in mainstream classes.
	Ensure all staff are aware of disabled children's curriculum access.	Ensure that IEPs (now provision maps) address access needs and that information is shared with appropriate staff/and parents	From July 2007 as required Every parent's meeting	SENCO	All staff/parents are aware of the access needs of individual disabled children.
	Ensure disabled children participate equally, when desired, in after school	Survey participation in extra curricular activities for disabled children.	January 2008	SENCO	Disabled children participate confidently, when desired, in after school and lunchtime

	and lunchtime activities	Staff available when necessary to facilitate specific needs. Liaising with outside providers	From February 2008	TAs and Lunchtime supervisors	activities.
--	--------------------------	---	--------------------	-------------------------------	-------------

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term	Ensure all school trips are accessible to all.	Develop guidance for staff on making trips accessible. Transport by car as and when needed rather than walking Staff/pupil ration changed as needed	April 2008 Risk assess school visits when pupils struggle to respond to adult requests (awareness of TL(5) Arthog September 2017)	School Visits Coordinator/HT	All school trips are accessible to all children.
	Review PE Curriculum to make PE accessible to all.	Ensure that PE lessons meet the needs of all children.	Spring Term 2008	PE Co-ordinator	All children are able to access PE and Sports.
	Review all curriculum policies to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	From March 2008 onwards	All curriculum co-ordinators	Increased awareness of the effect of disability issues in all curriculum areas.
	Provide advice to parents / carers of disabled children on how they may support their	Hold workshops (TAC/parent meetings/annual reviews) when appropriate for parents / carers of disabled	On-going	SENCO	Parents / carers have greater knowledge of how to support their children.

	learning in the core curriculum.	children. Provision maps shared twice a year Refer to school/local offer			
Long Term	Ensure all staff are made aware of disability equality.	To be included for induction of new staff.	September 2008 onwards From Dec 2011 onwards	Deputy Head	All staff work from a disability equality perspective.

3) Access to Information.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Review information provided to parents or carers to ensure it is accessible.	Ask parents about their information access needs when child is admitted to school on initial data sheet (e.g. do they need large-print versions of newsletters?).	September 2007 Annual parent's questionnaire October 14 From 2010 governor's questionnaire From 2012 governors questionnaire	Headteacher/Administrator/Nursery/Reception Teacher	All parents receive information in a format that they can access.

			FLP (2) parent's letter on yellow paper New website is more interactive to improve accessibility of school information		
	Ensure information given in Annual Reviews is accessible to all participants.	Ask parents, carers and children about preferred formats in review meetings.	From September 2007	SENCO	Parents receive information in a format that they can access.
Medium Term	Review School Prospectus and other documents to ensure necessary information on disability issues is included and is accessible to all parents.	Seek advice from Telford & Wrekin publicity department To include asthma questionnaire. Refer to school/local offer Advice/training from diabetic nurse re management of	From April 2008 Asthma plan is completed with parents	Headteacher	Appropriate documentation includes necessary information concerning disability issues and is accessible to all parents.

		JB (yr1) (yr2) And school nurse re Epi pen GLC (R)			
Long Term	Children become more aware of their own learning styles and access needs.	Encourage children to express their access needs and explore preferred learning styles.	From September 2008 onwards	All teachers	Children able to articulate their access needs and understand their own learning styles.

4) Promotion of the rights and achievements of disabled people.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Disabled children fully participate in school life.	Encourage disabled children to be represented on school council and take part in school events such as assemblies. BSS support pupils using CBT techniques with relationships School staff invited to discuss pupils/be informed about pupils at CAMHs	From September 2007 onwards From summer 2106	Class teachers	Disabled children participate in many areas of school life.
	Bullying or harassment of disabled children is monitored and dealt with effectively.	Monitoring procedures are established. Bullying log	From July 2007 onwards	Headteacher	Elimination of any bullying of disabled children.
Medium Term	Disability is displayed positively in books, displays and events.	Books & display materials purchased to portray the positive achievements of disabled people.	On-going	SENCO/Literacy Coordinator	Disability is displayed positively in books, displays & events.

--	--	--	--	--	--

--	--	--	--	--	--