

Al Furqan Primary School – School Accessibility Plan 2016 – 2019

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff &amp; governors are aware of access issues</p>	<p>a) to create access plans for individual disabled children as part of the ITP process.</p> <p>b) to ensure staff and governors can access areas of school used meetings</p> <p>c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>d) circulate information to relevant staff on Access to Work scheme</p> <p>e) Staff to share SENCO passport information with volunteers and support staff to ensure continuity of care for the children</p>	<p>As required</p> <p>Complete Autumn term 2016</p> <p>Ongoing process</p> <p>In place Autumn term 2016</p> <p>Passports for children with specific access issues to be in place by AutumnT2 All other passports to be in place by SpringT1</p>	<p>SENCO / SBM</p> <p>Head of School</p> <p>Head of School</p> <p>Head of School / H&amp;S committee</p> <p>SENCO</p>	<p>ITP's are in place for disabled pupils, and all staff are aware of pupils' needs. SENCO passports in place for all SEN children</p> <p>All staff &amp; governors are confident that their needs are met. Lift available to second floor.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school .</p> <p>Access to Work Information in Staff Handbook and on staffroom notice board.</p> <p>Volunteers are aware of needs of SEN children at all times</p>
<p>Ensure everyone has access to reception area</p>	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) check the outer door is wide enough for a wheelchair</p>	<p>Daily check to ensure the area in clear of obstructions</p> <p>Autumn term 2016</p>	<p>Site Supervisor / Health &amp; Safety Committee/ HT</p> <p>H&amp;S Committee</p>	<p>Disabled parents / carers / visitors feel welcome.</p>

	<p>c) provision of appropriate seating</p> <p>d) Provide a bell on the counter so that wheelchair users can get the attention of staff in the office.</p>	<p>Seating in place Autumn 2016</p> <p>Spring term 2017</p>	<p>Head of School</p> <p>H&amp;S Committee</p>	<p>Visitors can sit down if waiting for reception. Wheelchair users aren't waiting because staff sitting in the office can't see them</p>
<p>Maintain safe access for visually impaired people</p>	<p>Check condition of yellow paint on step edges regularly</p> <p>Check exterior lighting is working on a regular basis</p> <p>Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child</p>	<p>Ongoing checks</p> <p>October 2016</p>	<p>Site Supervisor / Health &amp; Safety Committee</p> <p>SENCO/Site Supervisor</p>	<p>Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. Light to be fitted near front door. Child knows where equipment ends</p>
<p>Ensure all disabled people can be safely evacuated</p>	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENCO passport information</p> <p>c) If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps – Jnr 3,4 &amp; 5 classrooms</p>	<p>Spring term 2017</p> <p>Autumn Term 2016</p>	<p>SENCO</p> <p>Head of School to remind staff</p> <p>SENCO/Head of School to remind staff to use a more appropriate classroom if this situation arises</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily</p>
<p>Provide hearing loops in classrooms to support pupils with a hearing impairment</p>	<p>Take advice from LA on appropriate equipment if this becomes necessary</p>	<p>As required</p>	<p>Head of School</p>	<p>All children have access to the curriculum</p>
<p>Ensure there are enough fire exits around school that are suitable for people with a disability</p>	<p>Ensure staff are aware of need to keep fire exits clear.</p>	<p>Daily</p>	<p>All staff/Head of School</p>	<p>All disabled personnel and pupils have safe independent exits from school</p>

## Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Head of School	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Set up a system of IAP's for disabled children when appropriate. Share information with all agencies involved with each child	In place September 2016	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Spring term 2017	SENCO & PE coach	All pupils have access to PE and are able to excel. Childrens T.A. will be there as required
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Spring term 2017	SENCO & Head of School	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with After School Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.
Develop links with a special school	Work towards Identifying a local school and consider sharing INSET opportunities. Existing link with deaf and blind schools in local area	Summer term 2017	SENCO / Head of School	Increased understanding of the opportunities available to the children

## Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages	Plans for a welcome sign in reception – need to decide which languages to use.	Spring term 2017	Head of School / SENCO	Everyone to feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages Translation Tool to be added to website to allow multi-lingual access	Annually  Autumn T2	SENCO / Head of School  SENCO/Head of School	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all