



**Churchfields Infants' School,
Nursery Unit
& Language Facility**

Access Plan

Access Plan 2012-2015

(To be monitored termly)

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 and parent/carers	a) Create access plans for individual disabled children as part of IEP process	Termly where required	SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
		b) Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings etc.	By July 2012	Head teacher	Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings.
		c) Include questions in a confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	From Sept 2012	Admin/ Head teacher	Parents able to access fully all school activities.
	2). School staff are better aware of access issues	a) Ensure staff are aware of Environment Access Standard b) All contractors doing R&M to work to BCC Environment Access Standard	From Sept 2012 From now	Head teacher Head teacher	On-going improvements in access to all areas in R&M works.

	3). Improve access to the reception area, if required	a) Rearrange furniture so area is wheelchair accessible and put in waiting chairs for visitors b) Put up clear signs in the reception with symbols, welcome sign in different languages and formats	If required By March 2012	Caretaker Admin/ Head teacher	Disabled parents/carers visitors feel more welcome
	4). Improve signage and external access for visually impaired people	a) Replace external light bulbs immediately when dud b) Ensure painted white stripes on edge of all external steps are in good condition	On-going On-going	Caretaker Caretaker	Visually impaired people feel safe in the grounds. "
	5). Repaint classrooms in colours with suitable contrasting wood	a) Use colours that are appropriate	On-going	Head teacher Caretaker	Colour schemes that support teaching, learning and behaviour.
	6). Ensure that all pupils can be safely evacuated	a)Put in place Emergency Evacuation Plans for all children b)Develop a system to ensure all staff are aware of their responsibilities	When required	Head teacher	All children and staff working with them are safe and confident in event of fire.
	Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium term	7).Paint a disabled person's parking bay with access to reception	a)Allocate a space b) Install a dropped kerb to enable access to the reception from car park	By Sept 2012	Head teacher Caretaker	Accessible parking bay for disabled staff/visitors. Easy access from car park to reception for wheelchair users/people with pushchairs etc
	8). Improve the pedestrian	Seek advice on suitable	By Feb	Office Manager/Head	Pathway meets needs of all people

	pathway to the nursery and school	construction of pathway meeting drainage and H&S requirements Obtain quotes Work carried out and completed	2012 September 2012		using the site and is safe for all pedestrians to use
	9). Review and replace inadequate lighting in all area affected by external building works	a) Continue rolling programme of lighting replacements.	On-going	Office Manager/Caretaker	Lighting improved for all children currently in school
Long Term	10) Review and replace uneven surfaces in all playgrounds	Seek advice on suitable construction of playgrounds meeting drainage and H&S requirements. Obtain quotes	By September 2013	Office Manager/Caretaker/Head	
	11) Remove steps/uneven obstacles from strategic internal access doorways and replace with ramps, ensuring low gradient slopes	Seek advice on suitable construction Obtain quotes	By September 2013	Office Manager/Caretaker/Head	
	12) Widen strategic doorways to enable wheelchair / walking frame access	Seek advice on suitable construction Obtain quotes	By September 2013	Office Manager/Caretaker/Head	

Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Short Term	1). Increase confidence of staff in differentiating the curriculum	a) Undertake audit of staff training needs on curriculum access. b) Assign Inset time to training identified e.g. dyslexia, dyspraxia etc	By July 2012 2012/13	SENCO	Raised confidence of staff in strategies for differentiation and increased pupil participation
	2). Ensure TAs have access to specific training on disability issues	Identify TA training needs and inform Professional Development process	On-going	SENCO	Raised confidence of TA's as above
	3). Ensure all staff are aware of disabled children's curriculum access	Set up system for information to be shared with appropriate staff	On-going	SENCO	All staff aware of individual pupils' access needs
	4). 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 b) Run individual training sessions on use of SEN Software where applicable	By Sept 2012 On going	SENCO SENCO	Wider use of SEN resources in all classes
	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium Term	5). Ensure all school trips are accessible to all	a) Guidance for staff on making trips accessible	On going	Head teacher	All children in school able to access all school trips and take part in range of activities

	6).Review PE Curriculum to make PE accessible to all	a) Gather information in accessible PE and Disability Sports b) Invite disabled sports people in for particular sessions	On going On-going	PE Coordinator "	All children able to access PE and disabled children more able to excel in sports.
	7). Review all curriculum areas to include disability issues	a) Include specific reference to disability equality in all curriculum reviews b) Ensure resources are available	On going	Deputy Head / Head teacher "	Disability issues in all curriculum areas.
Long Term	8). Develop links with local special school to improve understanding of curriculum	a) Organise opportunities for staff to observe their curriculum area at Local Special School	From January 2012	SENCO	Increased confidence of staff in developing their curriculum area accessibly
	9). Develop system for involving TAs in curriculum planning	a) Establish joint TA/ teacher planning opportunities	On going	SENCO	Improved involvement of TA's in planning and evaluation of lessons

Access to Information

	Targets	Strategies	Timescale	Responsibilities	Success criteria
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 c) Produce newsletter in alternative formats e.g. large print if required	Annually in July On-going On-going	Head teacher	All parents getting information in format that they can access e.g. large print

	2). Ensure all staff are aware of guidance on accessible formats	a) Guidance on good practice in accessible formats available b) Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce routine information to children in more accessible ways, if required
	3). Inclusive 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 to meet needs	On-going	SENCO	Staff more aware of pupil's preferred methods of communication
	4). a)Continue to use makaton signing within the nursery b) Provide staff training in the use of makaton training c)Provide makaton training for parents, if required	Ensure children learn signing Staff training sessions Parent training sessions	On-going On-going On-going	LF Leader SALT LF staff	All children knowing some basic makaton Signs Staff familiar with using makaton signs Parents able to use signing with heir children
	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium/Long Term	5). Ensure school brochures/website is accessible	a) Information is in Plain English etc. and ensure it explicitly welcomes disabled children and those with SEN	On-going	Admin/Head teacher	Parents/carers feel confident in the information they have about the school
	6).Children become more aware of their own learning styles and access needs	a) Include access to information in Circle Time b) Encourage pupils to express their access needs and explore learning styles	On-going On-going	All teachers "	Children able to articulate their access needs and understand their own learning styles

	7). Review all signs in school and include Makaton Symbols, where relevant	a) Ensure signs include symbols b) Put symbols onto displays to enhance text	On-going	All staff	Every one can understand signage and find way around school
	8). Develop visual timetabling	a) Share good practice b) Agree whole school approach	Annually in September	SENCO	Children clear about timetable and secure about what is happening

