



St Paul's C of E Junior School

Access Plan 2016-19

Under the Equality act of 2010 we must have an Accessibility plan outlining how we will continue to meet the following requirements:-

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.
- The way in which our school meets the Equality Duty.

Increase the extent to which disabled pupils can participate in the school curriculum

	Targets	Actions	Outcome	Time	Evaluation
Short Term	Raised awareness of the curriculum needs of all SEN pupils:- <ul style="list-style-type: none"> • see attached SEN indicators. 	SEN on the weekly staff meeting agenda	Overview of the needs of particular groups of pupils for all teaching staff	On going according to the needs of pupils	Equal access to the curriculum for all groups
Medium Term	Continually review role of school staff in meeting needs of pupils with SEN. Keep provision map up to date.	SENco & Head to liaise with SEN Service and STS to agree role of school staff in supporting individual children	Appropriate support for pupils with any SEN from school resources	September 2016	Equal access to the curriculum through specialised support for pupils with SEN.

	Training for teaching staff in meeting the needs of SEN pupils inc. use of IT. All teachers to be SEN teachers.	Attend training courses when provided by LA, FIGs or Yarlside teaching School.	Teachers enabled to apply appropriate teaching styles and provide opportunities to accommodate a range of learning opportunities.	September 2016	Equal access to national curriculum for all
	Review 'Supporting pupils with medical conditions' policy.	Attend refresher training provided by Kym Allen. Set up /review Individual Health Care Plans where necessary. Ensure lifting & handling policy & practice is reviewed annually.	Clear agreed procedure for administering medication and toileting.	September 2016	Access to whole school curriculum
Long Term	Use of PIVATS throughout the school for pupils with SLD	SENco to train relevant staff in use of PIVATS	Effective way of measuring pupil progress - assisting target setting	September 2016	Effective target setting and increased curriculum for pupils with SLD
	Refresher training for teaching staff in various areas of SEN. Succession planning for role of SENco.	All staff trained through INSET. Staff identified with specialism/interest in SENco responsibilities.	Skilled staff	Reviewed as required	Quality specialist support within school- increased curriculum access

Improving the Physical Environment of our school

	Targets	Actions	Outcome	Time	Evaluation
Short Term	Maximise access of environment with low cost adaptations	Audit <ul style="list-style-type: none"> • Clear pathways • Direct routes • Wheelchair access • Acoustics • Visual access 	Good practice in accommodating the needs of pupils with physical disabilities, hearing or visual impairment	On going	Accessible environment, increased pupil autonomy
	Ensure school is compliant with accessibility requirements of wheelchair user. Review Personal evacuation plans.	Annual review of PEEP. Acquire appropriately toileting equipment as pupil needs change.	Wheel chair users catered for. They can leave building quickly in an emergency.	On going	Full access to school facilities.
Medium Term	Incorporation of appropriate colour schemes when redecorating to benefit pupils with visual impairment	Seek advice when needs arises.	Increased access for visually impaired pupils to all areas of the school	As appropriate	Increase pupil access to school

<p>Long Term</p>	<p>School plans to improve/review access to designated areas over successive financial years. School decides on priorities for entrances, handrails etc</p>	<p>Planned use of Formula Allocation</p>	<p>Access to all parts of school</p>	<p>September 2016 Onwards.</p>	<p>Physical accessibility of school increased</p>
	<p>To review regularly as part of the SIP, all areas of the school in order to ensure there are no physical barriers to access for pupils with a range of disabilities</p>	<p>To track progress against original audit information</p> <p>To update the LEA annually on progress and work carried out</p>	<p>Full physical access to the school and curriculum</p> <p>Regular review of premises</p> <p>Access plan reported termly to governors</p>	<p>Ongoing</p>	

Improving the delivery of information to disabled pupils

	Targets	Actions	Outcome	Time	Evaluation
Short Term	Availability of written material in alternative formats.	School makes itself aware of the services available through LEA for converting written info into alternative formats.	When required we can provide written info in alternative formats.	When required	Delivery of info to disabled pupils improved.
Medium Term	School to be able to produce large print transcriptions	When nec. school staff trained by SEN staff to produce materials in large print	School to produce large print materials if required for pupils	When required	Delivery of information to disabled pupils improved
Long Term	School to be able to produce visual/symbol materials	Purchase appropriate software and training in production of symbol materials	School to respond to needs of pupils requiring pictorial support materials	When required	Delivery of information to disabled pupils improved
Long Term	To maintain above practice and review on annual basis		Information available for parents/carers and pupils in a variety of formats	Since September 2010 and reviewed each September.	All communication is effective and fit for purpose.

Equality Duty - Whole School Actions

Task	Actions	Outcomes	Time	Evaluation
Annually review 4 year Equality Objective .	RW/SM to review relevance of Equality objective	Equality objective to remain fit for purpose.	From September 2016	
Staff training for writing of IEP's	SM-SENco to train/refresh staff.	All teacher write effective IEP's.	Every September	
Recording & reporting of Equality incidents and data collection.	Staff to report to Head, and in turn to governing body of any equality incidents.	Any incident reported and investigated.	On going and at each half-termly Governors meeting.	
Regular updating of School website with Equality info.	RW to liaise with GW following audit of website or additional info provided from LA	Website to be compliant.	On going	
Provide appropriate interventions for pupils with MLD	Staff to train in Reading Intervention, IDL,	Pupils with MLD make good /outstanding progress and access whole curriculum.	September 2016 onwards.	
School to maintain excellent provision whilst budgets continue to be cut.	Staffing structure reviewed each Spring.	Pupils with EHCPs are appropriately supported.	Spring 2017 onwards.	