



Glenaire Primary School
 Accessibility Plan 2019/2020

| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| Increase access to the physical environment for pupils, staff and parents with a disability | The environment is currently adapted to the needs of pupils, staff and parents using the following: <ul style="list-style-type: none"> • All possible stepped areas accessible by ramp. • Ramped access to classrooms. | Raise awareness of the access needs of all pupils, parents and staff. | Access needs to be taken into consideration on all risk assessments and PEEP's should be in place wherever necessary. Appropriate training for pupils with disabilities/hearing impairment. | Teaching staff & SENCO Caretaker | Ongoing – reviewed yearly and where circumstances change | Risk Assessment and PEEPs include access needs. |

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| | <ul style="list-style-type: none"> • Sloped access to the playground and early years' entrances. • Adequate lighting along the pathway • Sufficient corridor width • A disabled parking bay • A disabled toilet and changing facilities • Height of entrance bell clearly visible. • Entrance is clearly lit. • Lighting transition zone available if required. • All natural light is controllable and adjustable, e.g. vertical blinds. • Suitable lighting (LED) is used and faltering/flickering bulbs are replaced as soon as possible. • Coat hooks appropriate size and level. Most are a contrasting colour. | <p>Continue to ensure that there is safe access on the sloped path leading to playground</p> <p>Improve the access to the playground from the path adjacent to the hall.</p> <p>Ensure sloped pathway areas in the woodland area are safe and accessible to all whenever possible.</p> | <p>Ensure that all individual medical plans are updated when required.</p> <p>Continue to ensure that there is opportunity for parents to share their personal access arrangements on entry to school.</p> <p>Regular maintenance of hedges/vegetation.</p> <p>Replacement of wooden gate and bolt with metal gate which is fobbed.</p> <p>Program of work planned for this area including stepped areas and pathways clearly marked</p> | <p>Caretaker</p> <p>Caretaker</p> <p>Caretaker</p> | <p>Ongoing</p> <p>As soon as possible</p> <p>Ongoing</p> | <p>Safe for all children, staff and parents. Paths are not obstructed.</p> <p>Improved access to the playground</p> <p>Improved access in the woodland area.</p> |
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| | <ul style="list-style-type: none"> All fire escapes are clearly marked and are of a sufficient size. | <p>Improve access from the marked disability space.</p> <p>Steps leading up to woodland area from the playground are visible.</p> | <p>Ensure that there is sufficient space around the bay to leave the vehicle and enter school.</p> <p>Use paint to clearly mark the edge of steps</p> | <p>Caretaker</p> <p>Caretaker</p> | <p>As soon as possible</p> <p>As soon as possible</p> | <p>Improved access from parking area</p> <p>Steps are clearly marked and have a tactile surface at the top and bottom.</p> |
| <p>Increase access to the curriculum for pupils with a disability/special need</p> | <ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it | <p>Ensure that all staff are aware of the needs of all pupils in school with a disability/impairment</p> | <p>Bespoke training to be arranged, e.g. for pupils with a physical disability/pupils with specific impairments.</p> <p>Reasonable Adjustments in the Classroom Checklist to be shared with all staff.</p> <p>Provide appropriate ICT resources to meet pupil need.</p> | <p>SENCO</p> <p>SENCO</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>Staff are aware of the needs of children with specific disabilities/health needs.</p> <p>Appropriately trained staff with awareness of disability/inclusion issues.</p> |

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| | <p>meets the needs of all pupils.</p> <ul style="list-style-type: none"> We use resources tailored to the needs of pupils who require support to access the curriculum. | <p>Curriculum resources include examples of people with disabilities.</p> <p>Parent and pupil voice is considered when planning the curriculum</p> | <p>Undertake audit of curriculum resources</p> <p>Collect parent and pupil voice</p> <p>Parental and pupil feedback Questionnaire / consultation with parents of pupils with SEND.</p> | <p>SENCO</p> <p>SENCO</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>Curriculum resources/displays are fully inclusive.</p> <p>Feedback used to inform future priorities and school improvement.</p> |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>We use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Displays at eye level High contrast internal and external signage | <p>Ensure that all members of the school community have access to all relevant areas of school</p> | <p>Arrange signage for the disabled toilet.</p> <p>Continue to use communicate in print</p> <p>Ensure large print resources are available for those pupils/parents who need it.</p> | <p>SENCO</p> | <p>Ongoing</p> | <p>Pupils, parents and staff can access all areas in school, independently whenever possible.</p> |

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| | <ul style="list-style-type: none"> • Large print resources if required. • Induction loop is available • Pictorial or symbolic representations | | | | | |
| Improve access to information for parents | <p>Admission forms</p> <p>Ask parents about access needs when child is admitted to school.</p> | <p>Review admission forms.</p> <p>Review information to parents/ carers to ensure it is accessible.</p> <p>Meeting with SENCO if needed.</p> | <p>Ask parents about access needs when child is admitted to school.</p> <p>Produce newsletter in alternative format, if required.</p> <p>Ensure that all relevant policies and information is available on the school website.</p> | When required | SLT/SENCO/Office staff | All parents are able to access information sent out by school. |