

Clifton Primary School – School Accessibility Plan 2019 – 2021

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, governors and parents, carers.	<ul style="list-style-type: none"> to create access plans for individual disabled children as part of their IEP process. 	As required	SENCO / Class Teacher / Parents/ Children	IEP's are in place for any pupils with SEND, and all staff are aware of pupils' needs.
	<ul style="list-style-type: none"> to ensure staff and governors can access areas of school used in meetings. 	As required	Headteacher	All staff & governors and visitors/students are confident that their needs are met.
	<ul style="list-style-type: none"> Annual reminder to parents, carers through questionnaire to let us know if they have problems with access to areas of the school. 	Ongoing process	Headteacher	Continuous monitoring to ensure any new needs arising are met.
	<ul style="list-style-type: none"> Circulate information to relevant staff on Access to Work scheme. 	Annual	Headteacher	Parents have full access to all areas of school .
		ongoing		Access to Work Information available https://www.gov.uk/access-to-work/apply
				Volunteers and students are aware of needs of SEND children at all times.

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 / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of SEND children's curriculum access	Share information with all agencies involved with each child.	Ongoing	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 when appropriate.	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 when appropriate	Ongoing	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel.

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school reflect additional languages that may be present.	Purchase appropriate signage for reception area and key facilities.	When needed	Headteacher / SENCO	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher meetings	Ask parents about preferred formats for accessing information eg braille, other languages.	Annually in Questionnaire.	SENCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included.

Sarah Threlkeld-Brown (Head teacher) 16th September '19