

# Woodfield Primary School



## (38) Access Plan

Date	June 2020
Written by	Woodfield Primary School
Adopted by MAT Board	N/A
Adopted by LGB	
Review Date	September 2022
Version	N/A

**Woodfield Primary School**  
**Access Plan September 2020 - 2021**

**Access to the Physical Environment**

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Short term</b>	<ul style="list-style-type: none"> <li>• School is aware of the access needs of disabled children, staff and parent/carers</li> <li>• School staff are better aware of access issues</li> </ul>	<ul style="list-style-type: none"> <li>• Create access plans for individual children as part of IEP process, when and where necessary</li> <li>• Produce audit of pupils with a disability</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings etc.</li> <li>• Include question in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.</li> </ul>	<p style="text-align: center;">As necessary</p> <p style="text-align: center;">On – going as required</p>	<p style="text-align: center;">NF</p> <p style="text-align: center;">NF</p> <p style="text-align: center;">KH</p> <p style="text-align: center;">SW</p>	<ul style="list-style-type: none"> <li>• Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.</li> <li>• Raised awareness of disability in the work place</li> <li>• Raised confidence of staff and governors in their commitment to meet access needs.</li> <li>• All parents able to fully access all school activities</li> </ul>

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
	<ul style="list-style-type: none"> <li>• Improve environment and access for disabled people</li> </ul>	<ul style="list-style-type: none"> <li>• Replace external light bulbs immediately when blown.</li> <li>• Improve and maintain disabled toilet and changing facilities.</li> <li>• Get advice on appropriate colours/styles for signs and paintwork</li> </ul>	<p>As required</p> <p>As required</p> <p>As required</p>	<p>JM/MH</p> <p>JM/MH</p> <p>JM/MH</p>	<ul style="list-style-type: none"> <li>• Safety for the visually impaired is improved within the school environment</li> <li>• Access around the school site is improved.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure that all disabled pupils can be safely evacuated</li> </ul>	<ul style="list-style-type: none"> <li>• Put in place Personal Emergency Evacuation Plans for identified pupils, where and when necessary.</li> <li>• Develop a system to ensure all staff are aware of their responsibilities in relation to evacuation of disabled people.</li> </ul>	<p>As necessary</p> <p>On – going updates</p>	<p>NF</p> <p>KH/NF</p>	<ul style="list-style-type: none"> <li>• All disabled children and staff working with them are safe and confident in the event of a fire.</li> </ul>



## Access to the Curriculum

	Targets	Actions	Timescale	Responsibility	Success Criteria
<b>Short term</b>	<ul style="list-style-type: none"> <li>Ensure all teachers and LSA's have access to specific training on disability issues</li> </ul>	<ul style="list-style-type: none"> <li>Use staff audit to identify training needs and inform Professional Development process.</li> <li>CPD as highlighted on audit</li> <li>Explore NCB website re: disability</li> </ul>	Ongoing	<p>KH</p> <p>KH</p> <p>NF</p>	<ul style="list-style-type: none"> <li>Raised confidence of teachers and LSA's in strategies for differentiation and increased pupil participation.</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure all staff are aware of disabled pupils' curriculum access.</li> </ul>	<ul style="list-style-type: none"> <li>Set up system for information to be shared with appropriate staff (including MSA's)</li> <li>Display information relating to individual pupils' needs in staff room.</li> <li>PDM to discuss reasonable adjustments in behaviour policy for disabled pupils.</li> </ul>	<p>As necessary</p> <p>As necessary</p> <p>As necessary( see Behaviour and Inclusion Policy)</p>	<p>NF/JM</p> <p>All staff to update</p> <p>NF/KH/JM</p>	<ul style="list-style-type: none"> <li>All staff aware of individual pupils' access needs.</li> <li>All staff are aware of individual care plans for pupils with specific allergies, medical needs.</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure all staff are aware of, and able to use, SEN</li> </ul>	<ul style="list-style-type: none"> <li>Audit all SEN ICT and other resources and make</li> </ul>	Summer 2021	NF	<ul style="list-style-type: none"> <li>Wider use of SEN resources in mainstream classes.</li> </ul>

	software and resources	list available to all staff.			
	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Medium term</b>	<ul style="list-style-type: none"> <li>Review all curriculum areas to include disability issues in relation to the requirements of the Equality Act.</li> </ul>	<ul style="list-style-type: none"> <li>Include specific reference to disability equality in all curriculum reviews.</li> <li>Equality Impact-Access all school policies on a rolling programme.</li> </ul>	Ongoing	KH	<ul style="list-style-type: none"> <li>Gradual introduction of disability issues into all curriculum areas through an agreed Equality Impact Assessment cycle.</li> </ul>
<b>Long term</b>	<ul style="list-style-type: none"> <li>Ensure all staff have undertaken disability equality training.</li> </ul>	<ul style="list-style-type: none"> <li>Set up training for SLT/all staff on Equality Act and Disability Discrimination Act.</li> <li>Ensure new staff access similar CPD courses.</li> </ul>	tbc	<p>NF/KH</p> <p>NF/KH</p>	<ul style="list-style-type: none"> <li>All staff work from a disability equality perspective.</li> </ul>

## Access to information

	Targets	Actions	Timescale	Responsibility	Success Criteria
<b>Short term</b>	<ul style="list-style-type: none"> <li>Review information to parents/carers to ensure it is accessible</li> </ul>	<ul style="list-style-type: none"> <li>Consult parents/carers about access needs when child is admitted to school.</li> <li>Review all letters home to check that they are accessible.</li> <li>Produce newsletter in alternative formats e.g. large print, braille according to need.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>NF/MB</p> <p>SLT</p> <p>JM</p>	<ul style="list-style-type: none"> <li>All parents receive information in a format that is accessible</li> </ul>
	<ul style="list-style-type: none"> <li>Inclusive discussion of access to information in all annual reviews</li> </ul>	<ul style="list-style-type: none"> <li>Consult with parents/carers and children about access to information and preferred formats in all reviews.</li> <li>Develop strategies to meet needs.</li> </ul>	<p>Ongoing</p> <p>As required</p>	<p>NF</p> <p>NF</p>	<ul style="list-style-type: none"> <li>Staff more aware of pupils' preferred methods of communication.</li> </ul>
<b>Medium term</b>	<ul style="list-style-type: none"> <li>Ensure website/apps are accessible and provide links to support families with additional needs.</li> </ul>	<ul style="list-style-type: none"> <li>Review and maintain website to ensure it explicitly welcomes disabled children and those with SEN.</li> <li>Review apps to ensure they meet the needs of</li> </ul>	<p>Ongoing</p>	<p>KH/JM</p>	<ul style="list-style-type: none"> <li>All forms of communication are accessible to all families.</li> </ul>

		all children and families with SEN			
	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Long term</b>	<ul style="list-style-type: none"> <li>• Heighten awareness of mainstream staff in relation to strategies and procedures employed by external partners and organisations for pupils with SEND</li> <li>• Ensure all policies reflect disability awareness.</li> <li>• Ensure School Development Plan reflects disability awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training</li> <li>• Review of policies</li> <li>• Review of DEP</li> </ul>	<p>As required ( see PDM schedule)</p> <p>As required</p> <p>Yearly</p>	<p>SALTOT/ASCETS/Educational Psychology Service</p> <p>SLT</p>	<ul style="list-style-type: none"> <li>• Increased confidence of staff in supporting pupils with SEND within mainstream</li> </ul>