

Sherburn Primary School Accessibility Plan – September 2019 -2021

Targets	Strategies	Timescale	Who	Success Criteria
<ul style="list-style-type: none"> School is aware of the access needs of disabled children, staff and parents/carers. School staff are better aware of access issues Access issues are reviewed as part of Health and Safety Inspection. Consider adding a ramp/moveable ramp to main entrance to allow easier access for wheelchair users to school site. 	<ul style="list-style-type: none"> Create access plans for individual children as part of their School Support Plan if and when necessary. Ensure PEEP's (Personal Evacuation Plans) are in place Undertake confidential survey of staff, parents and governors to ascertain access needs and make sure they are met when arranging meetings, visits etc. Disabled parking bays made available. Discuss with County ways of making the main entrance more wheelchair user friendly – school currently complies with requirements for disabled access but this is through a different entrance. 	<p>As and when necessary</p> <p>Sept 2019-20</p>	<p>SENCO</p> <p>HT</p> <p>Class teachers</p> <p>HT and Govs</p>	<ul style="list-style-type: none"> Individual School Support Plans for all disabled children in place. Raised confidence of staff and governors with regard to their commitment to meet access needs. All parents and visitors able to fully access all school activities. Ramp – fixed/moveable in place (main Entrance) and potentially railings by Summer 2020.
<ul style="list-style-type: none"> Ensure all staff are aware of disabled children's curriculum access. 	<ul style="list-style-type: none"> Set up staff meeting to ensure all staff are aware of all issues relating to children with any additional needs in our care (including lunchtime supervisors) 	<p>Sept 2019</p> <p>Review and repeat annually.</p>	<p>SENCO</p> <p>HT</p>	<ul style="list-style-type: none"> Minutes of staff meeting confirming dedicated meeting to discussing and sharing information relating to individual children. Increased staff awareness of pupil's access needs.

<ul style="list-style-type: none"> • Ensure all staff are aware of individual School Support Plans and care plans with regard to medical needs. 		June/July 2019, Sept 2019 June/July 20120, Sept 2020 Ongoing	SLT	<ul style="list-style-type: none"> • All staff aware of individual School Support Plans, PEEP's, allergies and medical needs. • Ensure information is passed to next teacher/next school as part of transition.
<ul style="list-style-type: none"> • Staff can use appropriate computer software and resources. • To purchase where appropriate technology e.g. I-pads to allow children to access the curriculum. • Ensure children are encouraged to use varied/appropriate recording methods. 	<ul style="list-style-type: none"> • Provide training and support for staff to enable them to use appropriate software/technology to allow children to access the curriculum. • Invest in/maintain I-Pads/laptops. • If appropriate train TA as scribe e.g. for SAT's. • Provide when necessary pupil training on how to record using a range of strategies – mind maps, Venn diagrams... 	Ongoing As and when needed When appropriate	ICT lead SENCO	<ul style="list-style-type: none"> • Wider use of ICT to support children's learning. • Alternative methods of recording seen in children's books, including where appropriate word processing, adult as scribe.
<p><u>Current position</u></p> <p>Main Entrance</p>				

There is a single step, which makes it tricky for wheelchair users. To the side of the building there is a ramp and disabled access through the Nursery into the School Hall and Dining Hall

Main Building

There are steps from the Dining Hall into the corridor that leads to the downstairs classrooms, which are not suitable for wheelchair users. All downstairs classrooms could be accessed via the playground. This is far from ideal however the only other current access solution is a portable ramp.

Key Stage Two classrooms are currently upstairs. Should a child be unable to access an upstairs classroom the class would be taught in a downstairs classroom – Sunshine Room, used for Breakfast and Tea Club now has a computer linked whiteboard and could be a further downstairs classroom if needed.

There is access to a disabled toilet, which is suitable for children or adults.

Corridors are wide enough for wheel chairs to be used.

Playground

Available for all pupils.

Field Area

Available for all pupils. Disabled pupils can access the pond area, however areas of the Forest School are difficult to access – paths are mown and would need widening further to allow full wheelchair access. This would be explored if needed.

EYFS Outdoor Space

This can be accessed directly from Butterfly (Reception) Class and is accessible via one step. It contains a small sensory area. The width of the door out into the area and the size of the step means that it could be easily adapted to make it accessible to all.

Entrance Paths

Mainly clear of steps – there is a very low step from the playground into the school and a step from the path to the school main entrance. Governors are currently exploring the possibility of making the main entrance more accessible to all, although as mentioned school does have disabled access – a ramp, railings and widened door to the side of the building.