

2017-18

1. Access to the Curriculum

Target	Actions	Responsible	Timescale	Success criteria
Ensure all teaching staff are aware of disabled children's curriculum access needs	Information on children's needs shared with staff Transition meetings for teachers set up SSPs in place	INCo/ Headteacher	At transition/ ongoing as required	Staff are aware of and accommodating children's needs
Ensure identified teaching and support staff have relevant specific training on disability issues Including SpLD and autistic spectrum disorders	Identify training needs at regular reviews Opportunities for training via DSPL9 initiatives used External professional advice to be implemented within classroom practice INCo to lead training where appropriate	INCo/ Headteacher	Annual review of support July - On going process	Classroom practice incorporating strategies to facilitate access. Support staff facilitating access to identified pupils
Provide equipment and resources to support pupils with disabilities	Advice from external professionals sought where appropriate Equipment and resources provided to facilitate access	INCo/ Headteacher	As required	All children able to access the curriculum
To make use of assessment processes in core and foundation subjects to monitor attainment of all	Assessment processes ensuring comprehensive picture of access and attainment of all pupils	Subject leads/ assessment co-ordinator	On going Revise foundation subject processes from September 2017	Assessment and tracking continues to help ensure good progress for all. Development of new assessment procedures for foundation subjects gives a comprehensive picture of achievement and barriers to learning.

2017-18

2. Access to the Physical Environment

Target	Actions	Responsible	Timescale	Success criteria
To be aware of the access needs of students, staff, parents, carers and governors with disabilities	To develop access/provision plans for individual disabled pupils	INCo/class teacher	As required – termly review	Individual provision plans are in place to ensure pupils have access to learning environments – in and out of school
	Audit needs to ensure staff and governors have access to carry out their duties within school.	Headteacher	As required	School aware of staff/governor needs and access requirements addressed.
	Ensure ‘access to work’ arrangements in place for staff members where required	Headteacher	As required Annual review for existing arrangements	Staff members able to carry out duties and reasonable adjustments made.
	Annual reminder to parents to inform school if they have any difficulties with access – admissions documentation and newsletter	Headteacher	Autumn term - annual	Arrangements in place to give parents full access to school.
Maintain safe access and movement for visually impaired persons	Health and safety walks to include checks on painted areas such as step edges, bollards etc	Caretaker/ Health and Safety lead	Termly H&S checks	Visually impaired people feels safe to move around school premises – internal and external

FIELD JUNIOR SCHOOL ACCESSIBILITY ACTION PLAN

2017-18

	<p>Check exterior lighting is working and sufficient for safe access</p> <p>Take colour contrast into account when redecorating areas of the school</p>		<p>On going</p> <p>On-going - In line with premises development</p>	
<p>Ensure classroom environment is appropriate to specific needs of children with disabilities (Eg, calm pastel shades for displays where students have colour sensitivities/ quiet space or breakout area for FASD / space for wheelchair access etc)</p>	<p>Staff aware of the needs of children within the classroom and physical environment adjusted accordingly</p>	<p>Classteacher/ INCo</p>	<p>As required</p>	<p>All students able to work productively and comfortably within the classroom/school</p>
<p>To improve access to school reception for disabled visitors</p>	<p>Ensure wheelchair access route is clearly designated via a route with level access and wide doors. Install disabled access bell at main entrance Ensure visual monitoring of visitors to daytime entrance is maintained. Car parking bays remarked to include disabled bay in proximity to entrance route.</p>	<p>Caretaker/ Health and Safety lead /Headteacher</p>	<p>Spring term 2018</p>	<p>Disabled visitors have access to school and feel welcome.</p>
<p>Ensure evacuation/ lockdown procedures are in place for disabled persons</p>	<p>Risk assessments for evacuation/ lockdown for identified pupils completed</p>	<p>Health and Safety Lead/ INCo/ Headteacher</p>	<p>On-going – as required</p>	<p>All disabled persons feel safe in the event of fire or lockdown.</p>

FIELD JUNIOR SCHOOL ACCESSIBILITY ACTION PLAN

2017-18

	Evacuation/ lockdown plan in place for disabled pupils/ staff. Staff aware of evacuation/lockdown plans for disabled persons.			Supervision arrangements in place for disabled persons requiring support for evacuation Arrangements in place for evacuation of persons in wheelchairs
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3. Access to Information

Target	Action	Responsible	Timescale	Success Criteria
Continue to improve signage around school	Signage to be clear and comprehensive for parental/visitor access.	Headteacher	Autumn 2017	Small signage giving clear access and navigation information.
Consider ways to improve access to information for parents	Website to be clear and easy to navigate. Consider tagging images etc. to improve Vi access. Translation tool embedded on website for multi-lingual access. Investigate any specific requirements and appropriate formats to increase access for disabled parents/carers – large print formats/ braille etc.	INCo/ Headteacher/ website adviser	On-going – twice yearly advisory visits In place on refreshed website summer 2017 Via Parent partnership process 2017-18	Website becoming accessible to all. Staff more aware of communication needs of parents – communication more inclusive.

JH May 2017