

School Disability Access Plan 2023-24

Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibility
Short term	Ensure that any disabled pupils, adults and visitors can be safely evacuated as applicable	Personal Emergency Evacuation Plans for any disabled pupils, where and when necessary.	Feb 2023	RC/DY
	Ensure site is accessible for the needs of our learners and community	Survey families to find out about any difficulties they may have in accessing the site. Look at results and plan actions.	Feb 2023	SLT
Medium term	Ensure that signage is not confusing or inadequate and to ensure site is accessible for the needs of our learners and community	Site manager and Health and Safety lead to walk school to check signage and make necessary improvements.	March 2023 - review annually	JM + Emma Edwards + H&S governing body member
	Flashing beacons installed to assist people with visual impairments in case of fire General site maintenance and upkeep required to maximise accessibility for	A number of exits (including fire exits) have thresholds that are not level with the floor and do not have ramps making	Rolling programme throughout	

	people with visual impairments or mobility problems particularly	egress potentially difficult for wheelchair users. Install 'humps' / graded approaches to the exits which would allow egress for wheelchair users (eg canteen fire exit, reception class, demountables, playground access from 'old back door' etc) The gradients should be colour contrasted to indicate the presence of a gradient. This will ensure people do not stumble. The fire exit doors should have a 800mm clearance width with flush threshold. BS8300 if a raised threshold is unavoidable, it has a total height of not more than 15mm.	2024-2030 academic years. Prioritising of exits to be agreed with Site Manager and proposed dates of changes noted.	
Long term	Ensure that décor be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy	Staff to undertake review of learning environments and look at guidance for autism/epilepsy/visual and hearing impairment when making changes.	2022/2023 Continuous	All staff

Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Short term	To ensure that staff understand the needs of pupils in our HIRB and the	HIRB staff to undertake Whole School Deaf Awareness Training via INSET	Autumn Term Annually	HIRB Lead staff	

	effort required by them to access curriculum				
Medium term	Ensure all staff are aware of any disabled pupils' curriculum access where applicable	Set up system for information to be shared with appropriate staff (including lunchtime supervisors) where applicable	Ongoing	RC/ HT	
Long term	Ensure all staff have disability equality training.	Ensure all staff have disability equality training.	As Necessary	RC	

Access to Information

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Short term	Review information to parents/carers to ensure accessibility Discuss access to information in all annual reviews	Consult parents/carers about access needs when a child is admitted to school. Review communication with parents/carers to check that they are written in Plain English Consult with parents/carers and children about access to information and preferred formats in ALN reviews Develop strategies to meet needs	Ongoing Ongoing As and when	Office Staff	

Medium term	Ensure that general plans take account of the duty to make reasonable adjustments	Check that reasonable adjustments are being made when carrying out school monitoring procedures and reviewing policies.	Ongoing	SLT	
Long term	Provide computer technology appropriate for students with disabilities	Work alongside specialist teachers and ALNCo to identify technologies which may assist and secure appropriate funds to acquire.	2023 onwards	Specialist Teachers	