

Farnborough Primary School Accessibility Plan 2018 – 2021

The Physical Access to Farnborough Primary School

Targets	Strategies	Time frame	Responsibilities	Success Criteria
<p>To ensure the physical environment is able to cater for the needs of children with disabilities.</p> <p>Signs clear and understandable for visually impaired.</p>	<p>Ensure toilet areas and sinks are accessible to disabled children. Doors maintained for privacy.</p> <p>Risk assessments ensure areas of difficulty are addressed for individuals. Ensure corridors are tidy with all items put away in correct storage area each day</p> <p>Take advice from health professionals regarding any modifications or adaptations that need to be made.</p> <p>Replacement of signs takes account of appropriate colour schemes/size</p>	<p>Updated annually.</p> <p>Corridors and classrooms are checked daily</p> <p>Adjustments made as required</p> <p>New signs clear and updated as required.</p>	<p>HT, SENCo</p> <p>Difficulties logged and dealt with during weekly meetings between SENCo and Caretaker.</p> <p>CT, Inclusion team</p> <p>Inclusion team</p>	<p>All children able to access the curriculum and to move freely around the school without hindrance.</p> <p>Children are able to easily access all areas of the school.</p> <p>All children can move freely around their classroom and access all equipment</p> <p>All children can read the signs in place independently.</p>
<p>To enable wheelchair users to access and use the site easily and safely</p>	<p>Ramps in place to access</p> <p>Doors wide enough for access.</p> <p>Chairs and desks/tables in class and lunch hall to be of a suitable height for wheelchairs if required.</p> <p>Storage areas for wheelchairs as required, for easy access</p>	<p>Monitor wheelchair use and update risk assessments as required, each year</p>	<p>HT, SENCo</p>	<p>Any individual using a wheelchair can access all parts of the buildings easily and safely. Wheelchair access via main office and to the playground via the ramp</p> <p>Wheel chair users are able to use the toilets independently.</p>

	Ensure toilet areas and sinks are accessible to disabled children. Provide handrails as required for disabled toilets.			
To ensure all fire escape routes are suitable for all and that all disabled children can be safely evacuated	Check accessibility of exit routes and fire doors as part of the termly Health and Safety check Put in place a Personal Emergency Evacuation Plan (PEEP) for all children with a disability or medical condition Ensure all staff are aware of Fire Evacuation Procedures and those children who have a PEEP Update the Fire Procedures Policy	Checked termly As needed Annually and as needed through the year. Updated annually	HT, caretaker Inclusion team and CT HT, SENCo SLT, caretaker	All disabled children and staff working with them are safe and confident in the event of a fire
To ensure that the reception, security and entry system is accessible and secure	Signage enables visitors to easily locate site offices. Regularly check that access routes are clear of obstacles	Daily	Inclusion team, caretaker	All disabled visitors are able to access the front of the school with ease
To ensure that all outdoor and play areas are accessible for all children and those with disabilities.	To audit the outdoor play areas and equipment when needed.	Ongoing	All staff	All disabled people to be able to access the playgrounds unless specific assistance is required

The Curriculum Access at Farnborough Primary School

Targets	Strategies	Timeframe	Responsibilities	Success Criteria
To continue training all staff to have access to specific training needs on different aspects of SEND when required, including any disability or medical conditions	Undertake an audit of staff training needs where required. This is to include teachers and TAs. Guidance from specialists taken into account for arranging classrooms for maximum benefit to disabled children. Current advice given from: • Educational Psychology Service	Ongoing Monitoring indicates disability/SEN taken into account in organising the environment for	SLT, SENCo	Disabled children are able to access the curriculum Teachers and TAs have increased confidence in using relevant strategies and differentiation for disabled children. Access for all learners

	<ul style="list-style-type: none"> • Speech and Language Service • Occupational Therapy Service • Physiotherapy Service 	learning Access in class checked during learning walks each half term		Progress and attainment for all groups of learners. Closing the gap in attainment and progress of all groups of children.
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all children.	Subject Leaders to provide equipment to allow participation and achievement of all children. Learning walks to evidence the use of appropriate equipment. Pupil conferencing to allow pupil voice on useful resources.	Ongoing	Subject Leaders All staff	All children to participate in all lessons. Children are accessing the relevant equipment.
To ensure any access arrangements to meet an individual's needs will be applied for so relevant support can be given during tests.	Identify those children who will need support through the relevant testing process and channels	Ongoing and annually for the Year 6 SATs	HT, SENCo	All children have the chance to access the tests and work to their full ability
To ensure all extra- curricular clubs are accessible to all	Ensure that a range of clubs are offered throughout the school Liaise with outside agencies regarding their own access policy and any modifications that may need to be made Use of pupil voice to establish what type of clubs the children would like. Parental survey to state what clubs they would like their children to try.	Ongoing	HT, SENCo	Children are able to participate equally in extra-curricular activities
To ensure disabled children are able to participate in school trips including residential trips	Ensure inclusion statement is in the Educational Visits Policy. Read through access policy from the outside provider	Where needed Ongoing	HT, SENCo, EVC	All children to be able to participate in school trips including residential with amendments being made where needed.

	<p>Pre meetings and/or visits between the school and parents and the venue</p> <p>Risk assessments to take account of all children including those who may have specific needs</p>			
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The Delivery of Written Information

Targets	Strategies	Timeframe	Responsibilities	Success Criteria
To ensure letters, newsletters and other information for parents/carers is accessible for all	<p>Ensure class teachers and the office staff offer clear verbal communication to parents</p> <p>Make parents/carers aware that alternative versions in other languages can be made</p> <p>Offer an enlarged text/braille version for the visually impaired</p>	Ongoing	All staff including office staff	Parents/carers are aware of alternative formats and are able to access information with ease
To keep the website updated	Ensure the website is well managed and a good source of information for all users	Ongoing	SLT, office staff	Parents/carers are able to keep up to date and with school events via the website.