

Trafalgar Community Infants School Accessibility Plan 2010 -2013

This plan derives from the stated aims, objectives and values of the school and is implicit in them.

The school plans to maintain a flexible response to appropriate provision for specific disabilities, whenever such provision is needed:

- By maintaining close links with local nursery schools and play groups,
- By researching into good practice and
- By maintaining a reserve of funding to cover any immediate expenses.

The Headteacher will ensure that the above takes place.

Improving access to the curriculum

| Target | Action | Resources | Timescale | Responsibility | Outcomes |
|--|---|--|-----------|--------------------------------------|---|
| 1. To raise awareness among all children of the social and emotional needs of children with disabilities | Explore scope within taught themes and topics in each year group and add to the curriculum map and short term plans. Constantly 'drip feed' resources and increase expertise through CPD and discussion to ensure awareness is raised. | The local community. The WHLN. National initiatives. | Ongoing | Headteacher + all staff | Children will develop their understanding of others with social and emotional disabilities. Children will understand that we live in a diverse society where adults and children have different needs and priorities. |
| 2. To ensure that staff make best use of visual communication for children with disabilities | Include appropriate activities in school based training programme | Staff training programme | Ongoing | Inclusion Manager + all staff | Children with disabilities respond demonstrably to improved visual communication |
| 3. To provide emotional support for any severe behavioural frustrations affecting children with disabilities | Ensure staff awareness of availability of accommodation suitable for temporary withdrawal and support. | Existing accommodation and staff | Ongoing | Inclusion Manager + TA's + all staff | Incidents are dealt with effectively and without disruption to others |
| 4. To ensure that written materials used in school are accessible to children with disabilities | Staff to adapt materials as appropriate | Existing school and LA budgets(?), as required | Ongoing | Admin Team | Children with disabilities show clear understanding of written materials |
| 5. To ensure that all children have access to educational visits, | Consider the needs of children with disabilities when completing pre-visit | Existing budgets | Ongoing | Teaching staff + Headteacher | All children are able to go on educational visits |

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| recognising that children have different needs and that different preparation and provision may need to be made | risk assessments | | | | |
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Improving access the physical environment

| Target | Action | Resources | Timescale | Responsibility | Outcomes |
|--|---|------------------|-----------|---|---|
| 1. School to be aware of all current access needs and to make appropriate provision to meet these needs. | Review existing provision against known current needs. Take any appropriate action. | Existing budgets | Dec 2010 | Premises Manager + Business Manager + Headteacher | All known access needs met or planned to be met |
| 2. To improve external access to the school for disabled people | Repaint car park spaces for disabled parking to meet standard regulations. | Existing budgets | Dec 2010 | Premises Officer + Business Manager + Governing Body. | Parking easier for disabled drivers |
| | Review the alternatives to the existing double gates between car park and playground | Existing budgets | | Governing Body + Business Manager + Headteacher | School aware of the feasibility of alternatives and able to make decision |
| | Investigate the feasibility of painting a parking space for the disabled close to the reception area. | Existing budgets | | Governing Body + Business Manager + Headteacher | School aware of feasibility |
| | Review accessibility of the reception doors – width, operation, levels - | Existing budgets | | Governing Body + Business Manager + | School aware of feasibility and cost of improvements |

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| | | | | Headteacher | |
| | Intercom? Consider additional signage to deal with people who have a hearing loss or speech impairment. | Existing budgets | | Governing Body + Business Manager + Headteacher | |
| | Take action on the above where appropriate and/or Plan future budget/raise additional funding from other sources where existing budgets insufficient | Existing budgets | | Governing Body + Business Manager + Headteacher | Improvements agreed and effected or planned |
| 3. To ensure access to appropriate seating at school events. | Consult disabled persons beforehand | Existing budgets | | Governing Body + Business Manager + Headteacher | Disabled persons comfortable with arrangements |
| 4. To improve fire exits | Seek audit and advice from local fire service | Existing budgets | Dec 2010 | Governing Body + Business Manager + Headteacher | School aware of any desirable improvements and able to make plans to effect them |
| 5. To improve toilet provision | Update existing facilities – alarm, colour contrast, lock, layout, as per Part M requirements. | Existing budget for planned maintenance | | Governing Body + Business Manager + Headteacher | Disabled persons comfortable with arrangements |
| | Investigate feasibility of providing another toilet on the other side of the school | Existing budgets | | Governing Body + Business Manager + Headteacher | School aware of feasibility |

Improving access to information

| Target | Action | Resources | Timescale | Responsibility | Outcomes |
|--|---|------------------|------------------|-----------------------|---|
| 1. Make website more accessible | Improve colour contrast on web pages for those with visual impairments/dyslexia. | Existing budgets | Autumn 2010 | School Secretary | Those with visual impairments/dyslexia find web pages easier to read |
| | Include information on accessibility on website for disabled parents/visitors. | | | School Secretary | Parents and visitors can make informed decisions about how accessible the school is |
| 2. Review information to parents and carers to ensure it is accessible | Ask parents/carers about access needs when child is admitted to school | | Autumn 2010 | | School is aware in advance of access needs and can adjust information accordingly |
| | Investigate how alternative formats will be produced. | | | | When needed School can produce or obtain alternative formats |
| | Ensure that all staff are aware of access needs of parents/carers | | Ongoing | | Staff awareness makes relationships with parents/carers more productive |
| | Include standard paragraph in all letters inviting people to the school asking visitors to inform the school of any access requirements | | From Autumn 2010 | School Secretaries | Disabled visitors are made to feel welcome |
| 3. Include discussion of access to information in all annual reviews | Ask parents/carers and children about access to information and preferred format in all reviews. Questionnaire? | | Ongoing | Governing Body | School is enabled to make appropriate adjustments when required |
| | Develop strategies for IEPs to meet needs. | | | Inclusion Manager | IEPs are more understandable to those involved |

