

# ETHELBERT ROAD PRIMARY SCHOOL ACCESSIBILITY PLAN

Who was consulted in the process of drawing up the Access Plan:

- ◆ Governors
- ◆ Staff
- ◆ Parents

Senior member of staff responsible: Samantha Fenn

Linked policy documents and information sections in school prospectus and staff handbook: - e.g.

Curriculum/Teaching and Learning  
Assessment  
Admissions  
Equal Opportunity/Inclusion  
Behaviour  
SEN

## PHYSICAL ACCESS

Timescale	Target	Strategy	Outcome
<b>Short</b> <i>Jan 18 – Sept 19</i>	<p>To ensure school and LEA are aware of all areas of the school premises where there are potential barriers to physical access. This will include indoor and outdoor facilities</p> <p>To identify aspects of the school where there are particular barriers for pupils with Sensory impairment</p> <p>To identify areas which cannot be made physically accessible.</p>	<p>To complete and return LEA Access Self Audit Questionnaire and to complete Appendix A if helpful.</p> <p>To use the above information to start drawing up an action plan.</p>	<p>Self Audit completed and returned by March 2018.</p> <p>*Costed and phased detailed plan of action over three years for improving the physical environment based on result of LEA Access Self Audit Questionnaire and school's use of Appendix A . Plans need to include all necessary works regardless of source of funding. The plan will need to make clear which areas it is not feasible or necessary to make accessible where this is applicable. Timing will depend on the nature of the work required related to agreed responsibilities for that work as shown in the LEA Access Strategy.</p>
Medium <i>Jan 2018- July 2019</i>	<p>To raise staff awareness of a range of barriers to learning for pupils with Sensory impairment, including classroom layout, décor etc</p> <p>To begin implementing phased Plan for Physical Access to the curriculum.</p>	<p>To provide INSET for all staff</p> <p>To make staff aware of LEA support services available to advise on adaptation work.</p> <p>To ensure any building work being undertaken by the school is accessible and continues to improve the accessibility of the school as a whole.</p> <p>To review school plans for</p>	<p>Commence phased programme of adaptations to buildings as appropriate</p> <p>Staff training and awareness programme in place</p>

		<p>improving accessibility in line with the LEA Strategy, discuss with LEA where appropriate, and initiate works which it is the responsibility of the school to complete.</p> <p>To incorporate access plan into SDP.</p>	
<p>Long <i>Jan</i> 2018 – <i>July</i> 2020</p>	<p>To review regularly, and at least annually as part of the review of SDP, all areas of the school in order to ensure that there are no physical barriers to access for pupils with a range of disabilities. Continue implementation of plan.</p>	<p>To track progress against original audit information.</p> <p>To update the LEA annually on progress and works carried out.</p>	<p>Full physical access to the curriculum.</p> <p>Regular review of premises.</p>



<p><b>Medium</b> <i>Jan 2018-July 2019</i></p>	<p>To look at potential intake for following term/year to identify training needs</p>	<p>To provide access training relevant to whole school and individual pupil needs</p>	<p>All staff feel competent and supported in dealing with wide range of ability/disability</p>
<p><b>Long</b> <i>Jan 2018 – July 2020</i></p>	<p>To develop and maintain the above on an annual basis</p>	<p>To provide training with appropriate support services for relevant staff</p>	<p>School to have a wide range of teaching styles and resources available for all areas of the curriculum</p> <p>All practice reviewed on an annual basis.</p>

## ACCESS TO INFORMATION

Timescale	Target	Strategy	Outcome
Short <i>Jan 2018 – July 2018</i>	To identify in consultation with the LEA any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information.		Plan written indicating a) Formats which need changing. b) Strategies needed to do this.  Support Services consulted for advice.
Medium <i>Jan 2018 – July 2019</i>	To audit current client groups of parents and pupils in partnership with LEA support services.  To begin to implement plan	Create alternative means of communication as needs are identified e.g strategies for parents' meetings.	Designated DDA co-ordinator to maintain database for use as needed
Long <i>Jan 2018 – July 2020</i>	To maintain above practice and review on an annual basis	Regular review of need and delivery of alternative formats as needed	Information available for parents and pupils in a variety of formats