

Accessibility Plan

The head teacher and governors will be responsible for carrying out any actions to ensure that, wherever possible, accessibility actions are fulfilled within the timescale of the current plan (2010-2013) or sooner in the case of individual need.

Identified barriers	Outcomes and possible actions/solutions
<p>Physical barriers</p> <ul style="list-style-type: none">• Areas in the cloakrooms and toilets are positioned too high for children to reach.	<p>Cloakroom issues</p> <ul style="list-style-type: none">• Reasonable adjustments made to ensure children can reach the relevant areas.• Hand rails fitted in toilets, which are not disabled) where required.• Alternative area to store lunch boxes provided in individual classrooms <p>Parent notice boards</p> <ul style="list-style-type: none">• Ensure that parent notice boards are accessible to all parents including those who may be wheelchair bound. <p>Views of those with a physical disability</p> <ul style="list-style-type: none">• Respond to the views of those with a physical disability who could offer their views on the removal of barriers which may not be perceived by staff in school. <p>Classrooms</p> <ul style="list-style-type: none">• In the case of a child being temporarily or permanently in a wheelchair or with physical difficulty ensure that the classroom furniture and access in general is

	<p>reasonably adjusted to meet their needs</p> <ul style="list-style-type: none"> • Ensure that entrance and cloakroom areas are kept clean and tidy so that access is clear at all times. <p>Annual survey</p> <ul style="list-style-type: none"> • Conduct an annual survey of parents/carers and staff to build on existing audits about the access needs of all members of the school community for all aspects of school life. • Provide quiet areas for children who need to have quiet time with the adult who works with them – for example children within the autistic spectrum. • Ensure that the school is a safe and secure environment for all children but especially for those with a mental disability. • Off site visits are regularly used in school and staff to conduct appropriate risk assessment, take advice from appropriate agencies eg Health and Safety and make all reasonable adjustments for all pupils to access as much of the visit as possible.
<p>Sensory Barriers – sight</p>	<p>In the case of vision impairment, school would seek to do the following –</p> <ul style="list-style-type: none"> • Consult with the person concerned or in the case of a

Hearing impairment

- very young child the parent/carer on specific needs.
- Consult with and take advice from the appropriate vision impaired support service in Barnsley LA.
 - Ensure that all communication documents are accessible to parents/carers/members of the school community eg Braille or auditor access
 - Ensure that all communication documents are accessible to staff
 - Ensure that children have appropriate support eg seating arrangements, enlarged text, appropriate level of lighting.
 - When redecoration of the building takes place (internally and externally) consult with the appropriate body and give regard to the needs of those with a visual impairment in the choice of colours.
 - Off site visits are regularly used in school and staff to conduct appropriate risk assessment, take advice from appropriate agencies eg Health and Safety and make all reasonable adjustments for all pupils to access as much of the visit as possible.

In the case of hearing impairment, school would seek to do the following –

<ul style="list-style-type: none"> • Fire alarm is not visible so people are unaware it is sounding. 	<ul style="list-style-type: none"> • Risk assessment completed and an adult is positioned with the child at all times. • Consult with the person concerned or in the case of a very young child the parent/carer on specific needs. • Consult with and take advice from the appropriate hearing impaired support service in Barnsley LA. • In the case of pupils, access support materials for classroom eg hearing aid and speaker to be used by teacher/adult working with pupil • Investigate installation of hearing loop system to aid access for parents/carers/visitors. • Head teacher and governors to assess budget/funding implications for loop system • Teachers/adults in school to support children to ensure they are seated in class to maximise the use of acoustics which may vary from room to room in school. • Off site visits are regularly used in school and staff to conduct appropriate risk assessment, take advice from appropriate agencies eg Health and Safety and make all reasonable adjustments for all pupils to access as much of the visit as possible.
<p>Curriculum</p>	<p>School will regularly review the needs of all children with a</p>

disability in the following ways:

- Hold regular review meetings with parents/carers, SENCO, staff and pupil
- On and off site visits are regularly used in school and staff to conduct appropriate risk assessment, and make reasonable adjustments to allow access for any pupils with a disability
- Ensure that parents are fully supported with how to help their child get the most out of their school years.

Access to the school curriculum for all disabled pupils which allows them to meet their full potential by

–

- All staff having high expectations in all aspects of school life
- Setting targets which are challenging but realistic and which take into account the needs of the disabled child
- Monitoring the progress of disabled children and adapting targets and teaching and learning appropriately
- Ensuring that schemes of work and planning gives the disabled child as much accessibility as is possible and plan to make adjustments where deemed necessary
- Staff training is up to date and that on going support is available from within school

	<p>and outside agencies</p> <ul style="list-style-type: none"> • Access to the curriculum for children on the autism spectrum eg quiet time, support to understand some aspect of the curriculum or visual timetables to help them to understand the routine and order of the day
<p>Awareness raising with stakeholders</p>	<p>To ensure the full inclusion of all pupils, staff, parents/carers and visitors to school we will</p> <ul style="list-style-type: none"> • Ensure that staff are trained and prepared for any child with a specific need/disability, as far in advance of them starting at school as possible • Raise awareness of all staff in school even if they might not specifically work with that child concerned eg through information sharing staff meetings led by an appropriate professional • Raise awareness of pupils for specific children through class discussion and PSHE lessons • Raise awareness of children about general disabilities through invitations to visitors in assemblies or as part of the class curriculum eg work on senses inviting someone who has a guide dog to talk to the children • Actively promote the social inclusion of pupils with a disability eg use support staff linked to specific children to facilitate this • Ensure that information is

	<p>included in all relevant documentation eg school prospectus, induction handbook for new staff.</p>
<p>Consultation with disabled pupils, staff, parents/carers and visitors to school.</p> <ul style="list-style-type: none"> • New barrier fitted in the carpark causes issues for people with disabilities – ie the increase distance to walk to reach the school 	<p>Carpark Barrier</p> <ul style="list-style-type: none"> • Adults to use the intercom to speak to the office to gain entry to the carpark. • Parents informed that if they need to pick their children up from the carpark due to they can discuss this with the headteacher so that entry can be granted. <p>Ensure the inclusion of children with a disability through –</p> <ul style="list-style-type: none"> • Regular consultation with pupil and parent/carer • Make reasonable adjustments eg alterations in timetable • In the case of a child who temporarily cannot go outside encouraging the other children to volunteer to take it in turns to stay with the child • Be aware of any parents who may need help accessing school for any reason and making reasonable adjustments eg special seating arrangements • Ensuring that any other visitors to the school are aware of the facilities which are available.