

Cheam Park Farm Infants School Accessibility Action Plan 2014/16

| Target | Action/roles | Timeframe | Outcome/success criteria |
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| Premises | | | |
| Building works to provide new secure access gate and reception area, which provides safe access to the school for all. | New entrance to school can be operated by a disabled visitor. Ramps at entrance of the school to provide easy access. Low reception desk for visitors in wheelchairs. New signing in monitor positioned at a height suitable for wheelchair users. Secure entrance. | November 2014 | Disabled visitors able to operate the main access gates and enter and sign in the school. |
| To complete building project and install a disabled toilet and refurbish the old toilets. | Feasibility. Tenders and Costs. Programme of Works to refurbish toilets. | | Refurbished toilets and new disabled toilets. |
| To ensure that disabled pupils can access the facilities and support they require. | Regular monitoring and evaluation of current practices to ensure disabled pupils can access facilities (annual reviews, liaise with parents and healthcare partners, observations at school, school council - pupil voice). | June 2015 | Information gathered used to plan for reasonable adaptation of facilities when necessary. |
| To ensure accessibility for all people using the school building. | Monitor and evaluate the current operational system and take action if access to the school can be improved. Consult with parents and visitors. Put in place good maintenance/service programme. | December 2014 | School facilities accessible to everyone. |
| To provide access to a ICT for disabled children in Rainbow House | To provide a workstation that is accessible to disabled children. Modify the computer/laptop to meet the children's needs. | Ongoing | Disabled children have access to ICT in Rainbow House - this needs updating |
| Identify resources needed by SEN pupils to give them access to the curriculum | To assess child's needs and provide resources and as necessary – for example, chair. | Ongoing | School are aware of the resources needed to meet the needs of the children. |
| To train all staff on how to lift and carry and on manual handling if appropriate. | Register trainer booked and training delivered. | Ongoing | Staff aid disabled pupils appropriately. |
| To meet with parents of new admissions to ensure classes are adapted appropriately. | When allocations of pupils are known, office to contact parents and necessary arrangements made. | Yearly | All conditions are appropriately catered for. |
| To ensure that disabled parents/carers have access to school events | To identify parents needs. To make arrangements or provide resources to provide access for disabled parents. | Ongoing | All disabled parents/ carers have access to all school events. |

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| Access to the curriculum | | | |
| To ensure that disabled pupils are supported to achieve through the provision of appropriate support. | Compile list of current resources for teaching staff to access. List disabilities and appropriate resources. Provide speech and language resources. Tracking of disabled pupils on SEN tracking sheet- SIMS. | Ongoing Ongoing Ongoing Updated termly | List compiled. To be circulated. Speech and language support available. SEN tracking sheet in use. |
| To put in place actions that enable a child with severe disabilities (DO) to access the Year 2 curriculum (shared placement with Sherwood Park Special School). | Provide TA Support for 15 hours a week. Purchase identified equipment that will enable DO to access the Year 2 Curriculum (this will include mobile chair and changing table). Liaise with, and have support from Sherwood Park, Healthcare Professionals, and parents to ensure DO needs are being met. Staff training on caring for DO i.e. feeding and moving Additional hours to programme communication device used by DO. Staff training on how programme, and use the communication device. Liaising with parents and Sherwood Park to ensure consistency in teaching and learning. Regular monitoring and evaluation of current practices to check they are effective and appropriate. | Ongoing September 14 – July 15 | DO access Year 2 curriculum and enjoys learning. |
| To raise children's awareness of disability. | Purchase books and posters showing positive images of disability. Develop SEAL programme (Social and Emotional Aspects of Learning). | Ongoing | Children have access to a range of resources that demonstrate a positive image of disability. Children's awareness and understanding of disability issues are increased. |

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| Health and wellbeing | | | |
| To ensure that disabled pupils know how to be healthy. | To be included in Healthy Schools monitoring. | As part of Healthy Schools monitoring cycle | Disabled pupils know how to be healthy. |
| To ensure that disabled pupils are not victims of bullying or harassment. | Add statement about disabled pupils being more vulnerable to bullying within updated Anti-Bullying policy as part of Behaviour Policy. | Annual review | Policy updated |
| To ensure that disabled pupils' voices are heard. | Ensure School Council represents needs of all pupils. | Weekly | School Council represents needs of all pupils. |

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| Leadership/management | | | |
| To promote the equality of opportunity for all staff. | Monitor data in relation to recruitment retention and professional development. | Ongoing | Equal opportunities for all. |
| Provide staff with support contacts and information regarding health and wellbeing and encourage disclosure of disability. | Include in Induction Process contact numbers for the School Nurse. Ensure staff are aware of school policies relating to their Health and Safety. | Ongoing | Staff aware of support and advice available if required. |
| To ensure equality of training and opportunity related to inclusion needs. | CPD Coordinator to book courses | Ongoing | Equal training opportunities available for all. |
| To support EAL parents in accessing information about the curriculum. | EAL Coordinator and head to ensure main letters are translated. Regular review of families with EAL to ensure needs are met. | Ongoing | EAL parents are aware of events in school. |
| To ensure that all children with medical needs are supported at the school. | Governors agreed Policy for Support for Children with medical needs. Put in place new recording procedures for staff training and medicine administration. Staff training on roles and responsibilities. | December 2014 | Children with medical needs supported at Cheam Park Farm Infants. |
| To ensure school complies with the new 2014 SEN Regulations. | Write our School Offer (SEN). Offer put on website and sent to the local authority Revise all current statements to reflect the new SEN regulation (healthcare plan). | Local Offer Sep 2014 Revision of HealthCare Plans August 15 | School Offer for SEN is available for parents to view. School complies with new SEN regulations. |

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| Accessibility of information | | | |
| To ensure that disabled parents are supported to access information about their child's progress at school. | Face to face meetings when needed with parents. | Ongoing | Offered |
| To ensure that the needs of disabled governors are met and that disabled members of the community are encouraged to participate on school bodies. | Canvas Governors whether they consider themselves disabled and whether their needs are being met Consider how Governing body might encourage inclusion of disabled member of community. | Annually | Needs of disabled governors met. |
| To ensure that disabled pupils can participate in extracurricular activities. | Assessed on individual basis and adaptations made when necessary. | As need arises | Adaptations made. |
| To ensure that disabled pupils can participate in school trips and visits. | Assessed on individual basis and provision included in risk assessment. | As need arises | Risk assessment and adaptations made accordingly. |