



**High Bank Junior Infant and Nursery School**  
**Disability Access Plan**

**Review:** December 2022

**Next review:** December 2024

**Signature:** \_\_\_\_\_

**High Bank JI&N School  
Disability Access Plan December 2022**

<b>Access to the physical environment</b>					
	<b>Targets</b>	<b>Strategies</b>	<b>Time scale</b>	<b>Responsibility</b>	<b>Success criteria</b>
Short term	<p>School is aware of the access needs of disabled children, staff, parents and carers.</p> <p>We are an inclusive school community.</p>	<p>Create access plans for individual disabled children as part of IEP process, when and where necessary.</p> <p>Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings.</p> <p>Include specific needs in risk assessments for trips and check disability access prior to the visit to ensure suitability for children and parents.</p>	<p>As and when necessary.</p> <p>Annually</p> <p>As and when needed.</p>	<p>SENDco/class teachers</p> <p>SLT</p> <p>SLT</p>	<p>Individual plans in place for all disabled pupils and all staff aware of all pupils' basic needs.</p> <p>Raised confidence of staff and governors in their commitment to meet access needs.</p> <p>All children and parents able to access school trips.</p>
	<p>Ensure that disabled pupils can be safely evacuated.</p>	<p>Put in place Personal Emergency Evacuation Plans for identified pupils.</p>	<p>As and when necessary.</p>	<p>Head Teacher/class teachers</p>	<p>All disabled children and staff working with them are safe and confident in the event of a fire.</p>

Medium term	Ensure all fire escape routes are suitable for all.	Termly fire evacuation procedure to ensure all pupils/staff can be safely evacuated in a fire.	Every term	Head teacher/ Business Manager/ Caretaker	All exits are clear and usable for all staff and pupils.
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<b>Access to the curriculum</b>					
	<b>Targets</b>	<b>Strategies</b>	<b>Time scale</b>	<b>Responsibility</b>	<b>Success criteria</b>
Short term	Ensure all teachers and ETAs have access to specific training on disability issues.	Identify training needs through appraisal process.	Ongoing as required	SLT	Raised confidence in teachers in dealing with increased pupil participation.
	Ensure all staff are aware of disabled pupils' curriculum access.  We are an inclusive school community.	Set up system for information to be shared with appropriate staff including lunchtime supervisors.  Display information regarding individual children's needs in staff room and kitchen.	As and when necessary.  Ongoing	Head Teacher  Head teacher	All staff are aware of individual pupils' access needs.  All staff are aware of individual care plans for children with specific allergies/ medical needs.
	All texts to be accessible to all learners.  We are an inclusive school community.	Font size 12 to be used as a minimum on all work sheets.  Coloured photocopy paper available for dyslexic learners.	Ongoing  Ongoing	Class teachers  Class teachers/Business Support Officer	Children are able to access reading materials dependent on their age and need.

		Coloured overlay available for dyslexic learners	Ongoing	SENDco/Class Teacher	
Medium term	Review all curriculum areas to include disability issues in relation to the requirements of the DED.  We are an inclusive school community.	Include specific reference to disability equality in all curriculum reviews.  Policies are reviewed on a rolling programme.	Ongoing	Head Teacher / curriculum coordinators  SLT/Governing Body	Gradual introduction of disability issues into all curriculum areas and policies

<b>Access to information</b>					
	<b>Targets</b>	<b>Strategies</b>	<b>Time scale</b>	<b>Responsibility</b>	<b>Success criteria</b>
Short term	Review information to parents/carers to ensure it is accessible.  We are an inclusive school community.	Consult parents/careers about access needs when child is admitted to school.  Review all letters home to check that they are written in plain English.  Produce newsletter in different format (large print) according to need as requested.	Ongoing  Ongoing  As and when necessary.	Head/Business Manager	All parents receive information in a format that is accessible.

	Inclusive discussion of access to information in all annual reviews.	Consult with parents/carers and children about access to information and preferred formats in all reviews.  Develop strategies to meet needs.	Ongoing.  As & when necessary.	SLT  SLT	Staff more aware of pupils/parents' preferred methods of communication.
Medium term	Keep school prospectus/website area up-to-date to make them more accessible.	Ensure statement in prospectus and on website that makes it explicit that the school welcomes disabled children and those with SEN.  Update SEND Report and make accessible to parents  Provide an accessible simplified version of the SEND Report in the form of SEND on a page	Ongoing  Annually  Termly	Head/Business manager/IT Coordinator  SENDco  SENDco	Parents/carers feel confident in the information they have about school.