



High Bank Junior Infant and Nursery School
Accessibility Plan

Review: December 2022

Next review: December 2024

Signature: _____

High Bank JI&N School
Disability Access Plan December 2022

Access to the physical environment					
	Targets	Strategies	Time scale	Responsibility	Success criteria
Short term	School is aware of the access needs of disabled children, staff, parents and carers.	Create access plans for individual disabled children as part of IEP process, when and where necessary.	As and when necessary.	SENDco/class teachers	Individual plans in place for all disabled pupils and all staff aware of all pupils' basic needs.
	We are an inclusive school community.	Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings.	Annually	SLT	Raised confidence of staff and governors in their commitment to meet access needs.
	School are aware of the access needs of parents/carers of EAL or visual impaired	Include specific needs in risk assessments for trips and check disability access prior to the visit to ensure suitability for children and parents. All new starter forms to include information regarding access needs e.g. the need for large print in correspondence or printed in other languages.	As and when needed. Annually	SLT SLT	All children and parents able to access school trips. On-going dialogue between parents and carers Appropriate support in place.

	Ensure that disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans for identified pupils.	As and when necessary.	Head Teacher/class teachers	All disabled children and staff working with them are safe and confident in the event of a fire.
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.

Access to the curriculum					
	Targets	Strategies	Time scale	Responsibility	Success criteria
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.

	<p>All texts to be accessible to all learners.</p> <p>We are an inclusive school community.</p>	<p>Font size 12 to be used as a minimum on all work sheets.</p> <p>Coloured photocopy paper available for dyslexic learners.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Class teachers</p> <p>Class teachers/Business Support Officer</p>	<p>Children are able to access reading materials dependent on their age and need.</p>
		<p>Coloured overlay available for dyslexic learners</p>	<p>Ongoing</p>	<p>SENDco/Class Teacher</p>	
<p>Medium term</p>	<p>Review all curriculum areas to include disability issues in relation to the requirements of the DED.</p> <p>We are an inclusive school community.</p>	<p>Include specific reference to disability equality in all curriculum reviews.</p> <p>Policies are reviewed on a rolling programme.</p>	<p>Ongoing</p>	<p>Head Teacher / curriculum coordinators</p> <p>SLT/Governing Body</p>	<p>Gradual introduction of disability issues into all curriculum areas and policies</p>

Access to information					
	Targets	Strategies	Time scale	Responsibility	Success criteria

Short term	<p>Review information to parents/carers to ensure it is accessible.</p> <p>We are an inclusive school community.</p>	<p>Consult parents/carers about access needs when child is admitted to school.</p> <p>Review all letters home to check that they are written in plain English, or different languages.</p> <p>Produce newsletter in different format (large print) according to need as requested.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>As and when necessary.</p>	Head/Business Manager	All parents receive information in a format that is accessible.
	Inclusive discussion of access to information in all annual reviews.	<p>Consult with parents/carers and children about access to information and preferred formats in all reviews.</p> <p>Develop strategies to meet needs.</p>	<p>Ongoing.</p> <p>As & when necessary.</p>	<p>SLT</p> <p>SLT</p>	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.	<p>Ensure statement in prospectus and on website that makes it explicit that the school welcomes disabled children and those with SEN.</p> <p>Update SEND Report and make accessible to parents</p> <p>Provide an accessible simplified version of the SEND Report in the form of SEND on a page</p>	<p>Ongoing</p> <p>Annually</p> <p>Termly</p>	<p>Head/Business manager/IT Coordinator</p> <p>SENDco</p> <p>SENDco</p>	Parents/carers feel confident in the information they have about school.
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