



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

**Review: December 2018**

**Next review: December 2019**

**High Bank JI&N School  
Disability Access Plan October 2016**

<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>SENco/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>Improve signage and external access for visually impaired people.</p> <p>We are an inclusive school community.</p>	<p>Replace external light bulbs immediately when blown.</p> <p>Get advice on appropriate colours/styles for signs and replace where necessary.</p>	<p>As and when necessary.</p> <p>As and when necessary.</p>	<p>Head Teacher/Caretaker.</p> <p>Business Manager/Caretaker</p>	<p>Safety for visually impaired is improved within the school environment.</p> <p>Access around the school site is improved.</p>

	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.	½ termly fire evacuation procedure to ensure all pupils/staff can be safely evacuated in a fire.	Every ½ term	Head teacher/ Business Manager/ Caretaker	All exits are clear and usable for all staff and pupils.

<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.	Font size 12 to be used as a minimum on all work	Ongoing	Class teachers	Children are able to access reading

	We are an inclusive school community.	<p>sheets.</p> <p>Coloured photocopy paper available for dyslexic learners.</p> <p>Coloured overlay available for dyslexic learners</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Class teachers/Business Support Officer</p> <p>SENDco/Class Teacher</p>	materials dependent on their age and need.
Medium term	<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>	Ongoing	<p>Head Teacher / curriculum coordinators</p> <p>SLT/Governing Body</p>	Gradual introduction of disability issues into all curriculum areas and policies
Long term	Ensure all staff have undertaken disability equality training.	<p>Set up INSET training for all staff.</p> <p>Ensure all new staff access similar CPD courses.</p>	Ongoing as required	SLT	All staff are able to work from a disability equality perspective.

<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.	Consult parents/careers about access needs when child is admitted to school.	Ongoing	Head/Business Manager	All parents receive information in a format that is

	We are an inclusive school community.	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  As and when necessary.		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 are 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.