

Perryfields Primary School Accessibility Plan 2016 - 2019



Improving the Physical Access

Item	Success Criteria	Timescale
Accessible car parking bays to be clearly signposted.	Disabled parking available for all stakeholders and visitors.	In place – liaison with Library if required as shared parking area.
Ensuring steps/raised areas have bright paint markings to cater for the visually impaired.	All raised footways are clearly identified with yellow lines.	Ongoing
Accessible toilet with changing facilities.	To provide one unisex accessible toilet. Adapted washbasins to be at wheelchair height with space under for wheelchair to allow user to get close to washbasin.	As required
Light switches, power outlets and emergency alarm buttons to be moved to wheelchair height.	All to be moved to wheelchair height, as money allows.	As required and budgeted surplus
Emergency automatic exit push buttons for main external doors. This would require a further holding space at the main entrance.	All wheelchair users able to exit building by push button.	As required and budgeted surplus Switch for exit in place but requires adult supervision, which is in keeping with the safeguarding arrangements of the school.
Wheelchair access and exit to the building.	Main entrance access for wheelchair users. Access to and from the playground for wheelchair users.	As required Access to the playground would currently entail staff supervision as the entry would be via the staff car park. Plans are in place for ramp access from the KS2 classroom should the need arise.
Emergency evacuation lights for the hard of hearing.	Fire alarms fitted with lights that flash in the event of a fire, to enable hard of hearing to recognise the danger. Staff supervision arrangements to include	As required

	recognising the needs of a hard of hearing person in the event of the fire alarm going off.	
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Improving the Curriculum Access

Item	Success Criteria	Timescale
Training for teachers on differentiating the curriculum.	Undertake an audit of staff training requirements. All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Ongoing In place due to teaching and learning developments/CPD leading to an outstanding Teaching Profile. Maintain excellent practice and ensure induction of any new staff is effective.
Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life and learning. The use of other professional partners has been made available.	As required Professional partner is in place should there be a requirement.
All enrichment activities are planned to ensure the participation of the whole range of pupils.	Review all enrichment provision to ensure compliance with legislation. All enrichment activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	As required
Increase in access to all school activities for all disabled pupils.	Classrooms are optimally organised to promote the participation and independence of all pupils. Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes.	As required

	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	
Increase in access to the National Curriculum.	<p>Training for Awareness/Raising of Disability Issues – staff, governors and pupils if required.</p> <p>Discuss perception of issues with staff to determine the current status of school.</p> <p>Whole school community aware of issues relating to Access.</p> <p>Recognise that society will benefit by a more inclusive school and social environment.</p>	<p>As required</p> <p>This Accessibility Plan will be reviewed every three years but may be sooner should the arrival of a long term, disabled pupil happen.</p>

Improving the Delivery of Written Information

Item	Success Criteria	Timescale
Availability of written material in alternative formats.	<p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p> <p>The school will be able to provide written information in different formats when required for individual purposes.</p> <p>Verbal communication procedures.</p> <p>Delivery of information to disabled pupils improved.</p>	As required
Make available school documents and other information for parents in alternative formats.	<p>Review all current school publications and promote the availability in different formats for those that require it.</p> <p>All school information available for all</p> <p>Delivery of school information to parents</p>	As required

	and the local community improved.	
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Get advice on alternative formats and use of IT software to produce customised materials. All school information available for all. Delivery of school information to pupils & parents with visual difficulties improved.	As required
Raise the awareness of adults working at and for the school on the importance of good communication systems.	Arrange staff INSET to remind them of expectations. Awareness of target group raised. School is more effective in meeting the needs of pupils.	Ongoing In place from embedded school communication systems – maintain excellent practice.