

Scarning VC Primary School Access Plan

Identifying Barriers to Access Audit Physical Access

Statement	Evidence	Action Required
<p>The layout of areas allows access for all pupils and staff, such as</p> <p>Academic areas: Classrooms, hall, library, group rooms</p> <p>Sporting areas: hall, outdoor sporting facilities</p> <p>Social areas: hall, reception, library</p> <p>Play areas: playgrounds, field and trim trail.</p>	<p>School accessible in all areas</p> <p>Habilitation Report environmental audit (Autumn 2022) From Virtual school</p>	<p>Taping around light switches. Feb 2023</p> <p>Yellow metal edging strip on artificial grass steps. April 2023</p> <p>Ensuring all steps are painted at the edges. Feb 2023</p> <p>Change of slope, level, drain covers contrast lines. Easter 2023</p> <p>Edges of doors, going into hall hazard tape. Easter 2023</p>
<p>Pupils who use wheelchairs can move freely around the school. There are no barriers to access caused by doorways, stairs and steps.</p>	<p>School accessible-sometimes via ramps.</p>	
<p>Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed.</p>	<p>We have two disabled toilets which could accommodate a hoist and changing mat / bed if needed.</p>	
<p>Pathways around school are safe and well signed.</p>		<p>School would need to seek additional funding for specific disabilities</p>
<p>Emergency and Evacuation systems INFORM ALL pupils. Alarms are auditory / visual (flashing).</p>	<p>Alarms are auditory. Evacuation procedures are displayed. Fire drills are carried out. Children with additional needs which slows their ability to evacuate are assigned an adult to help procedures and</p>	<p>Assigned adult to be recorded on the bottom of a child's PSP. Highlighted in yellow.</p> <p>Each class have copies of these available in SEND file.</p>

	ensure safety. Adults agreed and assigned in classroom set up.	
Tactile signs to help disabled learners to use the building	School would need to seek additional funding for specific disabilities if necessary to make signs tactile (braille). Seek advice and support from appropriate outside agencies: Sensory Support.	
Signs are uncomplicated and unambiguous. School decor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	Habilitation environmental Audit completed by VSSS school Autumn 2022	Painting and decorating programme. School would need to seek additional funding for specific disabilities if necessary to make reasonable adjustments: painting edges of steps, strips on chair legs, all door handles to be a contrast colour. Adaptions taking place Feb 2023, April 2023
All areas are well lit.	Yes	
Steps are taken to reduce background noise for hearing impaired pupils by considering room's acoustics, noisy equipment etc	Yes	
Furniture and equipment selected, adjusted and located appropriately, eg: low level sinks etc.	Yes	

Curriculum Areas

Statement	Evidence	Action Required
All teachers and TA's have the necessary training to teach and support pupils with a range of disabilities.	Yes	Ongoing professional development / programme identified by the needs of pupils and performance management meetings. Seek support from Sensory Support and nursing teams.

		<p>As part of the Equalities Action Plan 2021 /2023 we will be focusing on Diabetes, Epilepsy, Mental Health and Alzheimer's.</p> <p>Visual Training refresh completed by VSSS to staff March 2023.</p>
Classrooms are optimally organised for disabled pupils.	Yes- appropriate to the pupils in the class	Rolling programme of maintenance.
Lessons provide opportunities for all pupils to achieve, i.e: are adapted and include work to be done by individuals, pairs, small groups and the whole class as appropriate.	Yes – lesson observations Adaptions made.	<p>Quiet panel stations</p> <p>Text font type used</p> <p>Communication PECS books</p> <p>Sensory diet – chunking work and movement breaks.</p>
All pupils are encouraged to take part in drama, music and physical activities.	Yes- wide range of opportunities including lunchtime and after school clubs. (has been restricted this year due to Covid).	
Staff recognise and plan the additional time and effort needed by some disabled pupils, e.g: lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia.	Yes- lesson observations highlight adaptive teaching.	
All staff plan for additional time required by some disabled pupils to use equipment.	Yes- as appropriate	Careplans in place for diabetes, epilepsy and addisons.
Disabled pupils who cannot participate in particular activities are given an alternative experience, e.g: some form of exercise in PE / sport.	Yes – planning shows this eg: additional swimming sessions.	
ICT equipment has been fitted with additional software / hardware to allow access for disabled pupils.	Ongoing (as needed) Also ATT referrals are made where necessary.	Continuously researching to keep up to date. Exploring communication computer with a family.
School visits, including residentials, are accessible to all pupils, regardless of attainment or impairment.	Yes Careplans are shared with providers and copies taken also. Pre-visit meetings take place with parents and	

	child / sometimes pre-visits take place with child and family. Mentor / support assistant/s supports the child on residential and trips.	
All staff have high expectations for all pupils.	Yes – observations	
All staff strive to remove barriers to learning and participation.	Yes – observations and questionnaires Tch, TAs and children	

Access to Information

Statement	Evidence	Action Required
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg: positioning when talking to hearing impaired learner.	Yes- advice and training is sought and provided as appropriate to the individual need of each pupil and parents. Newsletter copies sent home BSL interpreter for meetings, nativity, performances, workshops and parent consultation meetings.	
All written communication follows an agreed house style using an appropriate font and size, eg: Arial / Comic sans serif size 12 or larger.	Not at present	Needs to be established. Trying to use Arial, comic sans or Twinkl font – not cursive size 12.
The school liaises with the LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils / parents and carers who may have difficulty with standard printed format.	School working with VSSS in regards to font, braille and white cane training.	
The school ensures that both in lessons and parents meetings, information is presented in a user-	Yes – BSL used if needed and presentations /	

friendly way, eg: by reading aloud, using an overhead projector / Powerpoint presentations etc	scripts sent home as paper copies if needed.	
--	--	--