

Accessibility Plan: 2005 - 2006 (Short Term)

Objective	Action(s)/Strategies	When	Success Criteria	Evaluation
<p><i>Continue to improve physical access for any physically impaired pupil, member of staff, parent, visitor</i></p>	<ul style="list-style-type: none"> • Designate a car parking space as priority disabled • Replace/repair loose and broken paving slabs adjacent to kitchen • Continue to train LSAs in handling/lifting physically impaired children • Liase with CENMAC for specialist resources • Liase with OT as necessary • Provide appropriate seating/tables etc for children with specific needs 	<p>Summer 2006 Spring 2006 Ongoing - -</p>	<ul style="list-style-type: none"> • Car parking space identified • Paving slabs repaired • LSAs trained and appropriate equipment is provided to enable full participation of all children in school life 	<ul style="list-style-type: none"> •
<p><i>Improve signage</i></p>	<ul style="list-style-type: none"> • Provide sign indicating the Nursery entrance from Enford Street • Provide sign at playground entrance welcoming children and parents to the school • Improve signage of all car parking spaces and priority disabled car parking space 	<p>Summer 2006 Summer 2006 Spring 2006</p>	<ul style="list-style-type: none"> • All signing in school and on school boundary assessed and renewed as appropriate • All visitors to school able to orientate themselves effectively 	<ul style="list-style-type: none"> •
<p><i>Provide alternative formats for written material given to parents and pupils</i></p>	<ul style="list-style-type: none"> • Assess need for alternative formats • Seek help from outside agencies if necessary Develop resources to support class lessons with visual cues • Ensure that children/parents are aware of timetables for day/week and all pupils are clear about lesson objectives 	<p>ongoing</p>	<ul style="list-style-type: none"> • School is aware of pupil and family needs • Alternative formats, if appropriate, are supplied Resources to support class work are readily available • Parents and pupils are fully aware of routines and pupils are clear about all lesson objectives 	<ul style="list-style-type: none"> •
<p><i>Improve systems for pastoral and emotional support</i></p>	<ul style="list-style-type: none"> • Liase with community nurse and appropriate outside agencies • Continue to involve LM in support of individual children • Develop peer awareness through the use of Circle Time • Develop 'buddy' systems to support children 	<p>Ongoing - - ongoing</p>	<ul style="list-style-type: none"> • Possible support from outside agencies is identified • SENCO and LM aware of support structures • Pupils supported through class/peer initiatives 	<ul style="list-style-type: none"> •

Accessibility Plan: 2005 - 2007 (Medium Term)

Objective	Action(s)/Strategies	When	Success Criteria	Evaluation
<i>Continue to improve physical access for any physically impaired pupil, member of staff, parent, visitor</i>	<ul style="list-style-type: none"> Adapt fittings in staff toilets to enable ambulant disabled people to raise and lower themselves in the cubicle(s) - grab rails. 	2005/06 2004	<ul style="list-style-type: none"> facilities adapted for ambulant disabled people 	<ul style="list-style-type: none">
<i>Improve environment for people with visual impairments</i>	<ul style="list-style-type: none"> Provide blinds and/or sun filters on class room, and other, windows to reduce glare Provide visual identification of each level on stairs Develop/amend class resources. 	2005 2005 -	<ul style="list-style-type: none"> School environment and lessons increasingly accessible to pupils/families with visual impairments 	<ul style="list-style-type: none"> Ongoing - 4 classes fitted - 2 pending ongoing
<i>Improve communication with parents and provide alternative formats for written material given to parents and pupils</i>	<ul style="list-style-type: none"> Assess need for alternative formats Seek help from outside agencies if necessary Seek to meet parents at times convenient to them—investigate the possible use of time during the school day and associated cover issues 	Ongoing - -	<ul style="list-style-type: none"> School is aware of pupil and family needs Alternative formats, if appropriate, are supplied Parents' meetings scheduled to take account of family needs 	<ul style="list-style-type: none"> Ongoing As needed
<i>Continue to provide for teachers' training needs</i>	<ul style="list-style-type: none"> Training organised as required Develop resources to support children with specific learning needs 	Ongoing ongoing	<ul style="list-style-type: none"> Ongoing staff training Resources identified and used if appropriate 	<ul style="list-style-type: none"> Whole staff INSET LSA trained Resources ongoing
<i>Continue to improve access to ICT and use of ICT to support children in class</i>	<ul style="list-style-type: none"> Investigate new software requirements as required Provide adapted hardware where appropriate 	ongoing - ongoing	<ul style="list-style-type: none"> ICT available to all pupils Specific software identified and used if appropriate 	<ul style="list-style-type: none"> Specialist ICT provision provided where appropriate

Accessibility Plan: 2005 - 2009 (Long Term)

Objective	Action(s)/Strategies	When	Success Criteria	Evaluation
<p><i>Continue to improve physical access for any physically impaired pupil, member of staff, parent, visitor</i></p>	<ul style="list-style-type: none"> • Re-surface access road to car park to raise surface level to height of adjacent walkway from the start of the road to the corner of the school building (LDBS and Building Consultant) • Provide drop-kerb access from car park access road to back office • Lower door threshold to back office 	<p>2008/09</p> <p>2008/09</p> <p>2008/09</p>	<ul style="list-style-type: none"> • School is accessible to everybody directly from car park 	<ul style="list-style-type: none"> •
<p><i>Continue to provide alternative formats for written material given to parents and pupils</i></p>	<ul style="list-style-type: none"> • Assess need for alternative formats • Seek help from outside agencies if necessary 	<p>ongoing</p>	<ul style="list-style-type: none"> • School is aware of pupil and family needs • Alternative formats, if appropriate, are supplied 	<ul style="list-style-type: none"> •