



## Ropery Walk Primary School Accessibility Action Plan 2019-22

**Aim 1: : To increase access to the curriculum for pupils with a disability**

**Our objective is to reduce or eliminate barriers which may prevent pupils with a disability from accessing the full curriculum.**

<b>Short/Medium/Long Term Aim</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Impact</b>
Long	To evaluate and review access to the curriculum for pupils with a disability	Annual review of pupil progress and discussions of how to address any issues arising; make adjustments	Ongoing every year	All pupils making good progress from their various starting points
Long	To continue to improve the physical environment of the school so that it is accessible to all. (Accessibility Strategy)	The school will take account of the needs of all pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements or refurbishments of the site and premises such as improved access, lighting and colour schemes, accessible fixtures and fittings	Ongoing	Where possible, needs will be met

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

Short/Medium/Long Term Aim	Targets	Strategies	Timescale	Impact
Medium	To ensure that the environment is visually appropriate for all pupils	Displays in classrooms to be engaging but with regard to pupils with ADHD/ASD: use lettering in one single colour and use comic sans font to aid pupils with dyslexia. Spaces and places for pupils with ADHD/ ASD to be available where they can feel calm and safe when needed.	Ongoing	Environment is interesting but not likely to give a sensory-overload with multi-coloured lettering and clashing display boards.
Medium	To ensure that the medical needs of all pupils are fully-met within the capability of the school	Where a medical need is identified, parents invited in for discussion; external agencies contacted; training needs identified and delivered; care plans written and shared as appropriate.	Immediately on notification and under constant review.	Pupils with medical needs will access the full curriculum and be involved in the life of the school
Medium	To ensure that disabled parents/carers have every opportunity to be involved	Adopt a pro-active approach to identify the access needs of parents with a disability: <ul style="list-style-type: none"> <li>• Utilise disabled parking space</li> <li>• Arrange for RNID interpreters for hearing-impaired parents</li> </ul>	Immediately	To ensure that disabled parents do not feel discriminated against and are encouraged to take part in all school activities

		<ul style="list-style-type: none"> <li>• Offer telephone call home to help parents with visual impairments</li> </ul>		
LONG	Continue to develop grounds and outdoor facilities	Look for funding opportunities for major projects; Raise funds e.g. Christmas Fair, to improve the yard	Ongoing	Inclusive, child-friendly play areas
LONG	To ensure that the paths around and inside school grounds are as safe as possible	Caretaker site inspections Gritting policy Communication with parents: safety messages in Newsletters	Ongoing	Areas in and around school will be safe and accidents will be avoided.
LONG	To ensure that the roads in front of school are safe and that pupils can travel to school safely	Communication with parents about safe parking Traffic wardens/PCSO to police the areas Pupils in Y3 to complete Road Safety Training annually; road safety and cycle safety also introduced into PSHE curriculum; Personalised life skills incorporated into curriculum of pupils with EHC Plans	Ongoing	No accidents or near misses Pupils able to feel safe walking to school.

<b>Aim 3: To improve the delivery of information to disabled pupils and parents.</b>				
<b>Short/Medium/Long Term Aim</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Impact</b>
Medium	To review pupils' records ensuring that school staff are all aware of any with additional needs; medical needs or disabilities.	<ul style="list-style-type: none"> <li>• Annual Data Collection sheets to be reviewed.</li> <li>• New pupils' records to be reviewed</li> <li>• End of year transition Meetings; transition passports; All About Me Sheets</li> <li>• Annual reviews</li> <li>• SEND meetings</li> <li>• Medical forms updated annually and training from medics e.g. epilepsy training</li> <li>• Pupils with medical plans to be known to all staff including kitchen for allergies/dietary needs</li> </ul>	Ongoing	Staff are aware of pupils with disabilities in the school and able to respond to additional needs
Medium	In-school system to be reviewed and improved where appropriate (Records on SIMs/ C-Poms)	Record-keeping system to be reviewed	Ongoing	Effective communication of information on SEND pupils throughout the school