

WILLIAM MORRIS PRIMARY SCHOOL



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ACCESSIBILITY ACTION PLAN AUTUMN TERM 2015

Miss Holliday

WILLIAM MORRIS PRIMARY SCHOOL





SINGLEGATE PRIMARY SCHOOL
ACCESSIBILITY ACTION PLAN

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| NAME: | Miss Carlie Holliday – Special Educational Needs Co-ordinator | | | |
| ACTION/TARGET: | PHYSICAL AND MOBILITY DISABILITIES | | | |
| | Detailed Action Point | Staff Involvement | Resources | Completed by |
| To ensure that corridors are fully accessible to people with physical/mobility disabilities | <p>Promote awareness of difficulties moving through corridors</p> <p>Encourage all to take responsibility in maintaining the tidiness of corridors – use of Yr 6 prefects to monitor corridors and shared spaces.</p> <p>Toilets are fitted with non slip flooring and support holds to enable better access</p> | Yr 6 teacher EHT | School 'Voice' meeting time to feedback | Ongoing |
| To ensure there is an accessible and safe exit from Special Educational Needs Teaching Rooms | All rooms are accessible. | Site Manager EHT | | Completed Monitor |
| To ensure that people with physical/mobility disabilities are aware of safe and accessible fire | Ensure when necessary that all people are aware of safe and accessible routes in and around | Lead member of staff | Site map | Ongoing |



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| exit routes | | | | |
| To improve awareness of all staff of children with Special Educational Needs | <p>Ensure that <i>all</i> staff receive a copy of Special Educational Needs Register and Provision Map</p> <p>Meet with Mid-Day Supervisors/Extended services team to inform them of protocols for supporting identified individuals</p> | <p>Executive Headteacher</p> <p>Special Educational Needs Co-ordinator</p> <p>Mid-Day Supervisors Extended services staff</p> | | Ongoing |
| To receive advice from Occupational Therapy Services regarding support of identified individuals | As appropriate based on the needs of any individuals requiring specialist provision | <p>Special Educational Needs Co-ordinator</p> <p>Occupational Therapy</p> <p>Inform CT / HLTA / TA</p> | Use of directed resources | Ongoing |
| VISUAL AND HEARING IMPAIRMENTS | | | | |
| | Detailed Action Point | Staff Involvement | Resources | Completed by: |
| To maintain minimum amount of glare from walls | Where possible use matt finish for any new repainting | Site manager | | Ongoing |
| To be aware of improvement potential re supporting people with hearing impairment | <p>Consideration given to seating arrangements (Mathew Arnold Yr 3, William Rocha FS, Miley Tomas Yr2, Mustaf Mohamed, Ruwayda Mohamed)</p> | <p>Special Educational Needs Co-ordinator</p> <p>Staff in said classes</p> | All staff to have passports of identified children | Ongoing |



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| Ensure information visually accessible for all parents/carers | Continue to assess accessibility of written information – electronic versions to be made available Make adjustments where necessary | ICT subject leader EHT | Use of website to update / inform parents | |
| ACTION/TARGET: | CURRICULUM | | | |
| | Detailed Action Point | Staff Involvement | Resources | Completed by: |
| To maintain accessibility of Sports Day | Ensure range of accessible activities | PE subject Leader EHT | PE equipment | Yearly |
| Trips are planned to meet the needs of all children, staff and volunteers | All organisers of trips to ensure that service providers can meet the needs of our children and adults and that reasonable adjustments are made when required | Special Educational Needs Co-ordinator Executive Headteacher Classteachers Educational Visits co-ordinator | Risk Assessment forms completed | Ongoing Sayers Croft Meeting Autumn term French trip meeting Autumn term |
| Enhance provision in respect of children with autistic spectrum disorders | Make systematic use of SEAL's/Talkabout/Social skills group to support children in reading and understanding emotions and non verbal cues Work alongside external agencies such as TASC to receive ongoing advice and support | Special Educational Needs Co-ordinator Lead Personnel for intervention | Intervention resources provided | Ongoing |
| Review and update provision map | Review and update provision map half termly or as necessary | SENCO & EHT | Provision map Use of SIMS | Half termly review |



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| Support children with Special Educational Needs | Refer to SEN Policy Use of Passport to Success Detailed intervention timetable PAR meetings Drop in clinics with SENCo on request | All staff | SENCo meetings Management release | Termly |
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| ACTION/TARGET: | PROMOTING POSITIVE ATTITUDES AND INTERACTION | | | |
| | Detailed Action Point | Staff Involvement | Resources | Completed by: |
| To promote positive self-esteem of children with disabilities | Ensure that children with disabilities are represented in school pictures – brochure/newsletters/AGM report / website Send relevant information to families | All staff | | Ongoing |

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| ACTION/TARGET: | INFORMATION AND COMMUNICATION | | | |
| | Detailed Action Point | Staff Involvement | Resources | Completed by: |
| Staff are aware of the children with disabilities | Review and update register All staff to have provision map in inclusion files | All staff | | Ongoing |

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