

Bannerman Road Community Academy and Children’s Centre

**Accessibility Plan 2016/17**

**Access to the physical environment**

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|  | **Targets** | **Strategies** | **Timescale** | **Responsibility** | **Success Criteria** | **Comments** |
| **Short Term** | Children’s Centre is aware of access needs of children, staff, parents / carers and community users | a) Where appropriate have access plans for individuals with disabilities as part of OPP process and ensure evacuation plans are in place | Every September have PEEP and care plans | SENCOs | Staff aware of all pupil access needs |  |
| b) At initial home visits registration forms are completed which outline medical needs and disabilities, ensuring needs are met. | Achieved | Room Leaders | Fully aware of children’s medical/ disability needs prior to entry |  |

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|  |  | c) To write a risk assessment for pupils/staff returning to school with a temporary physical need (ie following an injury) | As appropriate | SENCO | All children’s access needs are met | Completed as required |
| d) welcome signs in the main entrance in different languages appropriate to the settings population | update and build upon as appropriate | Room Leader and SENCO | Children’s Centre receptions | Continue to develop |
|  |  | Ensure accessible toilet and hygiene facilities within the school meets the needs of pupils as well as visitors | Achieved | SENCO | Toilet is fit for purpose and meets the needs of pupils and visitors |  |
| **Medium Term** | Improve accessibility to ICT | Have cameras and recording equipment for children to use in the room. | Achieved | SENCO and RoomLeader | ICT is accessible to all children | Achieved in full |
|  | Review the software and hardware available to support access to ICT – gain advice if required | ongoing | SENCO and Room Leader | Continue to develop |
|  | Improve signage for disabled pupils/ staff and visitors | Repaint signage for disabled parking in car park | Achieved | Caretaker | SEND pupils, staff and visitors feel safe and secure in the school grounds |  |
| Use Makaton signs and symbols to improve and reinforce signs across the setting | ongoing | SENCO | Continue to deveop |
| **Long Term** | 1. Improve access around the setting– if this becomes appropriate with a view to expansion. | If appropriate - request to LA for access audit and where appropriate funding for improving accessibility as the setting expands | Review | Centre Lead | The whole setting is accessible to all |  |
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**Access to Curriculum**

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|  | **Targets** | | **Strategies** | **Timescale** | | **Responsibility** | **Success Criteria** | **Comments** |
| **Short Term** | 1. Increase staff confidence in meeting the curriculum needs of all children particularly those in a vulnerable grouping | | 1. Where a child joins the school with a disability that requires particular support staff training needs are audited and a training plan is established 2. Vulnerable groups of children are targeted, tracked and supported to ensure their needs are met and where appropriate staff training is put in place 3. Ensure appropriate resources are in place to support individual access needs 4. Regular training is in place to ensure staff promote and understand the principles of inclusion | Ongoing | | SENCOs | All staff are aware of and are well equipped to meet the needs of all learners | Ongoing and part of induction for new staff / supply |
| 2. Ensure due consideration is given when purchasing new resources to the principles of inclusion and promotion of positive images | | 1. Staff consider inclusion and positive images when purchasing for subject areas 2. Children’s Centre Lead to seek opportunities to purchase signs, notices and resources that promote inclusion and provide positive images | ongoing | | SENCO, Room Lead, Centre Lead | Audit of resources and signs / notices shows improved number of positive images and poor images are eliminated |  |
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| 3. Ensure all off site visits and extra curricular activities are accessible to all | | Forest School trips planned so they are accessible to all children, including coach and ratio. | Ongoing | | SENCOs and Forest School Lead | All children are able to participate fully in all school activities |  |
| **Medium Term** | 1. Ensure confidence of all staff in differentiating the curriculum and teaching styles | Identify training needs and deliver INSET to meet these needs | | | (on-going) | Leadership team | Raised confidence and range of strategies being used |  |
|  | 2. Early Years Practitioners and Support Workers have the opportunity to access relevant CPD on Inclusion | Identify needs and make aware of CPD opportunities | | | on-going | SENCO and Line Managers | Raised confidence and range of strategies being used | On going |
| **Long Term** | There are planned opportunities in the curriculum to challenge and explore children’s views and understanding of inclusion within their local community and the wider world | Seek and establish links within the community and develop the UoW aspect of the EYFS to provide planned learning opportunities | | | Ongoing | Room Lead and Keyworkers. | Children understand the principles of inclusion and are able to talk about their own experiences in relation to others. | Ongoing – through planned activities and trips. |

**Access to Information**

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|  | **Targets** | **Strategies** | **Timescale** | **Responsibility** | **Success Criteria** | **Comments** |
| **Short Term** | To continue to use creative methods including texting, emails, newsletter and Tapestry as a method of communication with our families | Including all parents in email and text lists. Taking the time to talk parents through how to use Tapestry. | Achieved | Admin staff and Keyworkers | All parents set up to receive text via teachers to parents and registered on Tapestry. |  |
| Review information to parents Translation of letters and key documents that are sent home and on the school website | Seek advice regarding effective translation tools Audit families to check needs relating to communication – eg hearing/visual impairment, EAL | ongoing | MLT and  Admin staff | Key documents and letters are translated for parents to access All families are able to access the communications sent home | Ongoing – when needed by parents |
| **Medium Term** | Further develop the use of Makaton as an aid to communication in the Nursery setting and further develop throughout the setting  Secure training for Speech and Language | Makaton training for staff. Makaton signs to be used with the children on a daily basis. All room based staff to be trained in Learning Language and Loving It. | ongoing | SENCO and MLT | All pupils in the nursery setting are able to communicate with staff |  |

**Last update : July 2017**