



Danson Primary School Accessibility Plan 2019-2021



Equality and Inclusion			
Target	Strategies	Outcome	Time frame
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually.
To improve staff awareness of disability and additional needs.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community have an awareness of the diverse needs of our school community.	Annual updates in line with CP updates.
To ensure that all policies consider the implications of disability access.	Consider during annual/bi-annual review of policies. Multi- agency meetings by SENCO. LA update training alongside external training. Staff responsible to ensure that equality and disability is identified within each school policy.	Policies reflect current legislation.	Termly Actions arising to be raised with SM/SLT annually as policies are reviewed by subject leaders/SLT/SM and Governors.
To keep up to date with changes and recommendations regarding disability, equality and accessibility guidelines	SENCO attends Bexley SENCO forum three times per year and holds multi-agency EIT meetings. Regular bulletins/newsletters accessed from Local Authority.	School is in line with statutory guidance and good practice.	Termly Multi- agency meetings. Actions arising are raised with SLT/SM.
To ensure that all parents who may have a disability can access school events and information.	Parent's evenings, workshops and school events held where parents with a disability can access. This will be reviewed prior to each event.	All parents are able to engage fully with the life of the school.	On- going prior to event where parents will have access to the school buildings.
To ensure that all parents who may have a disability can access school information. Explanation on the website that large print letters are available and that additional support can be offered though the school office.	Information may be adapted to need on request.	Communication can be accessed by all parents.	On-going and reviewed annually.



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Physical Environment			
Target	Strategies	Outcome	Time frame
Ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors/Head teacher/SM. Suggest actions and implement as budget allows or as need arises.	Modifications made to the school building to improve access where necessary.	Termly health and safety check completed by SM and Governor, which includes accessibility. Annual review of building accessibility
Continue advice on accessibility linked to new pupils who have a disability.	SENCO and EYFS leader to ensure the needs of all new intake children identified prior to transition	All children can access the school building especially EYFS areas on entry.	June/July 2019 June/July 2020 June/July 2021
Individual plan for fire evacuation based on pupil need.	Needs of pupil identified and SM/SLT formulate plan to meet the need	Fire alarm is clear and audible for all pupils and staff. Child with disability can evacuate the building quickly and safely in line with peers.	SSM to test alarm weekly. Termly Health and safety audit to ensure fire procedures are in line with county/ safety guidelines. PEEP plans are updated annually 1:1 Fire Evacuation review at the beginning of the year as necessary.
Curriculum			
Target	Strategies	Outcome	Time frame
Training for all staff to meet the needs of pupils across the school	SENCO and other professionals to deliver training.	All children's need can be met in the classroom	Annually address in action plan
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCO to review the needs of children and provide training for staff as required.	Staff are able to enable all children to access the curriculum.	On-going.
Increase access to the curriculum for pupils with a disability	To review the curriculum offer to ensure equality of access, to include students' special interests and their abilities.	All children are active participants in their curriculum learning.	Review the Year group curriculum and MTPs via Learning Walks/Book Looks/Pupil Progress/Year Group Meetings/Questionnaires/CPD.
To use resources and strategies tailored to the needs of pupils who require support to access the curriculum.	To continue to develop strategies to meet the needs of pupils with ASD, AHD, Dyslexic traits, Dyspraxia and other known disabilities Engage in training delivered in house SENCO and provided by external agencies (e.g. ASD advisory team)	Staff are confident in catering for the individual needs of pupils who have additional needs to access the curriculum.	On-going-reviewed to meet the needs of the pupils as it arises. Termly.



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Medical			
Target	Strategies	Outcome	Time frame
Access training if a child presents with medical needs, intimate care needs. Update Asthma, Anaphylaxis, Diabetes, training as needed.	SENCO/School Office Manager to ensure school coverage for staff trained in using an auto adrenalin injectors and any other medical interventions as required to meet needs of each child.	Procedures are clear and staff are confident in supporting the children's medical needs.	New Class Teachers trained July / Sept 2019/2020/2021 Annual rolling programme