

Donnington Accessibility Plan Jan 2019

Issue	Target	Tasks	Success Criteria	Resources	Responsibility	Time scale	Progress to Date
Physical Access							
In event of Fire	Ensure all disabled children and adults are able to exit building in event of a fire and meet in designated safe place	<p>Draw up personal emergency plans for disabled children and adults</p> <p>Fire drills practiced on a regular basis so that pupils and staff are clear on processes</p>	<p>Emergency plans in place</p> <p>Staff aware of those who have plans – LSAs are inducted into the PEEPs</p> <p>Fire drills are practised and all children especially those with PEEPs evacuate quickly and efficiently to designated safe place</p>	None	<p>H&S Co Inclusion Lead</p> <p>All Staff Overseen by HT/Site Manager</p>	<p>Jan 2019</p> <p>Jan 2019</p> <p>Ongoing</p>	<p>Children have been identified</p> <p>In place</p>
In event of Critical Incident	Ensure all disabled children and adults are able to get to the designated safe place in the event of a lockdown	<p>Draw up personal emergency plans for disabled children and adults</p> <p>Lockdown drills practiced on a regular basis so that pupils and staff are clear on processes</p>	<p>Emergency plans in place</p> <p>Staff aware of those who have plans – LSAs are inducted into the PEEPs</p> <p>Lockdown drills are practised and all children especially those with PEEPs adults are able to get to the designated safe place</p>	None	<p>H&S Co Inclusion Lead</p> <p>All Staff Overseen by HT/Site Manager</p>	<p>Jan 2019</p> <p>Ongoing</p>	<p>Children have been identified</p> <p>In place</p>

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Access to school environment	Ensure access to school buildings and site can meet diverse needs	<p>Good lighting for VI</p> <p>The Doors all have frames painted in Red (contrasting colour) and the rail around school is Red (contrasting colour) to guide those with VI</p> <p>Clear identification of room functions Lift to access the Main Hall</p>	People with diverse needs will have good access facilities		Govs/Site Manager	Ongoing	Completed
Classrooms	Ensure that classrooms are optimally organised for disabled pupils within current restraints	<p>Plan classrooms in accordance with pupil need</p> <p>Organise resources to reflect student need</p> <p>Writing slopes, posture cushions etc provided for pupils as needed.</p>	<p>Appropriate use of resources for diverse needs of pupils with disabilities</p> <p>Classrooms ensure all pupils can see board</p> <p>Seating plans reflect pupils additional needs</p> <p>Provision Map identifies additional need</p>	<p>None</p> <p>£100 SEND Budget</p>	<p>CT</p> <p>CT</p> <p>CT SENCO</p>	<p>Ongoing</p> <p>Review half termly in classes</p>	<p>Classes have a seating plan</p> <p>All classes have individual provision map to identify need</p> <p>SENCO has whole school provision map</p>

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	Identify needs and actions for future improvements	All staff trained in Inclusive classroom Incorporate accessibility into any proposed structural alternative	Staff will attend training and these strategies will be reflected in their classrooms New structures will take into consideration the DED requirements	£350 Training	SENCO/CT Govs/KM	Jan 2019	SENCO has organised a date for BTSA to lead training
Curriculum Access							
Lessons	Reflect identified areas of need in lesson planning and delivery	Incorporate Quality First Teaching into all planning Show differentiation in planning for disabled pupils Subject leaders to investigate range of resources available for disabled pupils Visual timetable resources available in all classrooms	All children will be able to access the curriculum as a result of reasonable adjustments being made. Planning will reflect differentiation and consideration to the needs of all. Range of resources available to support where necessary across the curriculum All classes will display visual timetables.		CT CT Subject leaders CT/	Ongoing Jan 2019	Termly planning scrutiny and rigorous observation cycle to identify QFT and differentiation in planning and delivery.

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					SENCO		
Activities	Ensure school activities are accessible to all pupils	Raise awareness of staff so they can be pro-active about recruiting pupils with disabilities to clubs/extended services etc Use PP funding to support those who would be unable to access activities due to financial constraints Ensure those with medical needs are able to access activities through reasonable adjustments	Increased participation in school life for students with disabilities and other barriers which could prevent them accessing the activities Effective use of PP funding enables a greater participating in activities for all	No cost as yet	SENCO/ All staff	Ongoing	PP spend has enabled better access to residential trips and clubs. Additional Medical training and reasonable adjustments have enabled pupil with additional medical needs to access residential trip.
Access to Information							
Newsletters and Documents	Ensure availability of newsletters and documents in alternative formats	Use of pastel paper for dyslexic students and coloured overlays Large print/audio formats as required	Children/adults who have SpLD will be screened and work put on colour that suits them VI children will have font enlarged Website updated	None	SENCO/CT CT ICT technician		Currently school have identified pupils who require different coloured paper

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		<p>Published on the school website</p> <p>Put up in the display board in playground which has step free access</p> <p>All school documents need a statement to inform parents to access for different versions of documentation if needed.</p>	<p>regularly</p> <p>Display board regularly changed to reflect upcoming events and information</p>		Admin		<p>IT Technician uploaded documents on webpage and it is current</p> <p>Display is regularly updated</p>
Impact Analysis	Ensure all policies consider the implications of Disability Access and Equality	All policies take into consideration the need to be accessible and have due regard for the DED (Disability Equality Duty)	Staff will have knowledge of statement of importance of accessibility for all and the statement incorporated in all relevant policies. Consult pupils and staff on any proposed changes	None	SMT/ Govs	Ongoing	All current policies include statement.