

## Disability Access Plan - Primary School

Improvements up to May 2018		
Action	Progress/Notes	Achieved?
<b>Physical Environment</b>		
At this time our school is accessible to all children. However if children with specific needs join us then extra measures will be taken to ensure the whole school is accessible to them.	2 children are currently using walkers in school but are easily accessing all parts of the school.	
<b>Access to the Curriculum</b>		
Timetabled teaching support for EAL children to receive one-to-one tuition. (ExtraTA)	See provision map.	
Staff training on a needs basis has required	See staff meeting lists.	
<b>Physical Environment</b>		
Extra teaching space required to provide teaching areas where children can be taught on an individual basis	We have several rooms which can be used for group work.	
<b>Disability Discrimination Act Survey (DDAS)</b> Review priorities annually and budget as appropriate. Ensure B priorities are completed within two years if still pertinent.		
<i>DDAS - Ensure site circulation and building corridors were clear of obstructions.</i>	Corridors are kept clear for safety.	

<p><i>DDAS - A personal emergency egress plan (PEEP) should be agreed with each disabled pupil and member of staff.</i> Ensure PEEPs are created as required for individual children.</p>	<p>Currently this would apply to our ASD children who are always subject to 1:1 support. During fire drills this has proved effective. Need to ensure this is reviewed annually and for each new pupil who joins us with a recognised disability. The 2 children in walkers have plans for when there is a fire.</p>		
<b>Access to the Curriculum</b>			
Whole staff training on a needs basis as required	Staff are kept up to date with all the children in their class and training is given as required.		
Ensure individual staff (TAs, teachers ) are sent on appropriate training/CPD to enable them to support specified children.		1	
Ensure budget/time made available to support children who require a modified curriculum.	See SEN school development plan.	1	
<p><i>DDAS - There is no induction loop provision for people with hearing impairment.</i> Cost out requirements and review with staff and governors to assess current priority</p>	There is a child who has a loop system in her classroom.	1	
MER progress and attainment of disabled pupils termly (IEP) and annually (Statement – if applicable – RAISE and school assessment). Ensure good progress and suitable attainment is being realised	See the SEN subject leader folder which contains tracking.		
<b>Delivery of Information</b>			
Offer newsletters and other school information in large print if requested.	This is offered on all letters.		
Put annual questionnaire on DDA on website	Look into more environmentally friendly ways of doing this annually.		

Ensure School Prospectus is reviewed and updated annually.	This is done every year.		

Improvements up to May 2018			
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<b>Physical Environment</b>			
At this time our school is accessible to all children. However if children with specific needs join us then extra measures will be taken to ensure the whole school is accessible to them.			
<b>Access to the Curriculum</b>			
Timetabled teaching support for SEN, EAL, medical issues, PPM. children to receive one-to-one tuition. (ExtraTA)			
Staff training on a needs basis has required			
<b>Disability Discrimination Act Survey (DDAS)</b> Review priorities annually and budget as appropriate. Ensure B priorities are completed within two years if still pertinent.			
<i>DDAS - A personal emergency egress plan (PEEP) should be agreed with each disabled pupil and member of staff.</i> Ensure PEEPs are created as required for individual children.			
<b>Access to the Curriculum</b>			
Whole staff training on a needs basis as required			
Ensure individual staff (TAs, teachers ) are sent on appropriate training/CPD to enable them to support specified children.		1	
Ensure budget/time made available to support children who require a modified curriculum.		1	
<i>DDAS - There is no induction loop provision for people with hearing impairment.</i> Cost out requirements and review with staff and governors to assess current priority	Currently no children are indicated as requiring this but it may be useful in the hall and in the office area.	1	

MER progress and attainment of disabled pupils termly (IEP) and annually (Statement – if applicable – RAISE and school assessment). Ensure good progress and suitable attainment is being realised			
<b>Delivery of Information</b>			
Offer newsletters and other school information in large print if requested.			
Put annual questionnaire on DDA on website			
Ensure School Prospectus is reviewed and updated annually.			
Ensure SEND policy is on the website			
Ensure SEND local offer is on the website			