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| As a school community, we need to address accessibility provision in the following areas:  **Sensory:** Specific needs as a result of hearing and/or sight impairment.  **Physical:** Specific needs as a result of fine and/or gross motor impairment.  **Mental:** Specific needs as a result of mental and/or learning impairment.  **Medical:** Specific needs as a result of a medical condition. | There are three strands to our PLANNING DUTY:   1. To increase the extent to which disabled pupils can participate in the school curriculum. 2. To improve the physical environment of our school. 3. To improve the delivery of information to disabled people. |

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| **Area** | **Where we are now.** | **Timeframe** | **Targets** | **Strategies** | **Outcome / Comments** | **Tick** |
| **Sensory** | \* Links with sight & hearing impaired units.  \* Special equipment obtained as necessary.  \* The school is well lit.  \* Large print text obtained as required.  \* Dyslexia-friendly fonts used (e.g. Arial)  \* Interactive whiteboards visible.  \* VAK teaching methods employed.  \* Paint finishes chosen for visual simplicity. |  |  |  |  |  |
| **Physical** | \* Pencil grips available as needed.  \* All children encouraged to participate.  \* Ramps in place where necessary.  \* Mostly double doors.  \* 2 disabled toilets (1 in each building).  \* Disabled car parking and signed access.  \* Kerbs dropped & tactile edges added.  \* Covered outdoor waiting area built.  \* Equipment made accessible.  \* Transport provided when necessary  \*Specialist seating provided as necessary.  \*Support from physically impaired service  \*Bars fitted in main school toilet | Spring 2019 | Increase accessibility of garden / forest school for children with physical disabilities. | Design produced by DCC architects in conjunction with the Physically Impaired Service. Costs met by DCC |  |  |
| **Mental** | \* Links with outside agencies through CAHMS, MAT, MAAT.  \* SEN support materials.  \* Children grouped to meet individual needs. TA support as necessary.  \* IEPs in place for those on the SEN register.  \* Withdrawal areas organised to cater for individual needs.  \* Support from SSSEN and Ed Psych | Autumn 2018  2019 | Identify and train a mental health champion  Ongoing programme of mental health assemblies and lessons over the year. Links with anti-bullying work. | J. Vitti volunteered. Training 5.12.18 | Children’s mental health to be prioritised and staff to gain a deeper understanding of children dealing with mental health issues. J.Vitti trained December 18 |  |
| **Medical** | \* Any medical support (inhalers etc) available at all times.  \* First aid boxes maintained and clearly marked.  \* First aid training up to date.  \* Links with the school nurse.  \* Medical Inspection Room built & used.  \* Secretary regularly updates medical lists  and distributes to teachers. | Spring 2019  Spring 2019 | All staff to receive paediatric first aid training.  J. Corkin to renew 2 day forest school first aid. | 2 day paediatric first aid course for all members of staff was delivered in school over INSET days Feb 2016. Next due Feb 2019 | Vast majority of staff 2 day paediatric first aid trained February 2019 |  |