

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Develop curriculum resources to include more examples of people with disabilities.</p> <p>Continue to ensure the curriculum is accessible to all through regularly reviewing the needs of our pupils.</p>	<p>Review of resources by subject leaders to ensure a broad range of examples which include people with disabilities – resources to be purchased if needed.</p> <p>Annual review of the curriculum or sooner if a child with an identified disability transfers to our school at any point.</p>	Subject Leaders, supported by the SLT.	Review to be completed by December 2018 with purchasing of resources planned over the next three financial years according to school budget.	<p>Broad range of resources available in school which reflect people with disabilities.</p> <p>The curriculum continues to be accessible to all.</p>
	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p>	Improve accessibility when transferring	Implement a programme of fitting fire door retainers to enable doors to be retained	School business manager / site	Ongoing programme over three	Doors can be safely held open during the school day to enable easy transfer

Maintain access to the physical environment	<ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bay • Disabled toilet and changing facilities • Library shelves at wheelchair-accessible height 	between rooms.	open for easy access – in particular the hall and main corridor doors from the entrance to central resource area.	supervisor	years	between rooms.
Improve the delivery of information to pupils with a disability	<p>Staff are on the yard at the start of the day and children leave via their external classroom doors. This facilitates the opportunity for staff and families to communicate openly on a daily basis.</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	Ensure all internal signage is high quality and fit for purpose.	Full review of signage (internal and external) – new purchased / signs replaced if needed.	Site Supervisor	Full review completed by Sept. 2018 – programme of replacement / introduction implemented following the review by May 2019	Clear signage as required is in place across school (internal and external) and well maintained.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school was built in 1999 as a single storey building and is therefore fully wheelchair accessible.	Ensure ramp in to the building from playground remains well kept and clear from obstruction.	Site Supervisor SLT	Ongoing to 2021
Parking bays	Restricted access to the car park – staff and visitors only. Parking for parents is primarily on the Lane End Road, however, there is a dedicated disabled parking space in the car park.	Gates at the top of the school drive to be closed at the start and end of the day to limit vehicle movement around pedestrians. Ensure users of the disabled bay display a blue badge.	Site Supervisor SLT	Ongoing to 2021
Entrances and Corridor Access	All doorways and entrances have either a single level access point or ramp and are wide enough to accommodate access via a wheelchair. Main entrance doors are accessible for people standing and sitting in a wheelchair due to full length glass as they can see through either side of the door. However, they do not automatically open / close.	Entrances and corridors to be kept tidy and free from obstruction. Ensure main entrance doors are accessible for all when replaced.	Site Supervisor SLT	Ongoing to 2021

Ramps	The pathways in to the school from the main road either lead direct in to the school playground or have a dropped kerb at suitable crossing points. The building can be accessed from the main playground using the ramp.	Ensure ramp in to the building from playground remains well kept and clear from obstruction.	Site Supervisor SLT	Ongoing to 2021
Toilets	In school there is a disabled toilet (accessible for wheelchairs) which is fitted with a hydraulic bed changing station (inspected annually by Lancashire County Council).	Ensure hydraulic bed is maintained through annual check by LCC.	Site Supervisor SLT	Ongoing to 2021
Classrooms	All classrooms have low ceilings and lighting which is conducive to supporting children with specific auditory or visual needs.	Ensure classrooms are kept tidy and pathways free from obstructions.	Site Supervisor SLT	Ongoing to 2021
Emergency escape routes and internal signage	Emergency lighting is in place and clear signage on all emergency escape routes is established.	Ensure emergency lighting and clear signage is maintained.	Site Supervisor SLT	Ongoing to 2021