

Fawkham CE Primary School

Accessibility Action Plan 2020 – 2021

Target	Actions	Timing/Dates	Success Criteria	Who is involved	Review comment
Improve signage of possible wheelchair routes around school and availability of ramp.	Create/purchase suitable signs to this purpose Place at side gate/entrance so as to be easily seen	December 2020	New signs in evidence	HT	
Ensure that hooks for holding doors for disabled users are now placed on all external doors	Assess doors that require hooks Purchase suitable hooking mechanisms Engage Caretaker to fit them	January 2021	Necessary doors have suitable hooks fitted and in use	HT Caretaker	
Ensure that wheelchair users would be able to access the Library and Woodland Room	Purchase a wheelchair ramp	January 2021	Wheelchair access ramp readily retrievable and effective and safe	HT	
Test reliability of wheelchair ramp with servicing if necessary	Set up regular schedule to check safety and reliability Ensure servicing takes place if needed	July 2021	Wheelchair access ramp readily retrievable and effective and safe	HT Caretaker	
Ensure all structural change/improvement allows equality of access for physical disability.	Ensure key personnel are up to date with latest legislation.	Ongoing	New-build work, refurbishment work will improve access and comply with legislation. Evidence of inclusion and progression.	HT Governors	
To use visual prompts to relay instructions, timetables, behaviour expectations	Class teachers and TAs to make resources. Materials from SEN resources	Ongoing	Children will access information more readily/effectively. There will be a bank of resources	TAs CT	

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<p>To present suitable images of disabled people.</p> <p>To ensure suitable information books available in library to inform pupils.</p>	<p>Regular audit of books and resources to monitor for inclusive images and representations of disabled in society – we order books with this in mind.</p> <p>Raise awareness with children of the need to include all, also to inform children of disabilities through story and information books.</p>	Ongoing	<p>Children will be fully integrated in the school curriculum at their level</p> <p>Books used and raised awareness. Vulnerable groups register in place..</p>	<p>NP as literacy and library leader</p> <p>ALL staff</p>	
For pupils with Sever and Complex needs to access the curriculum.	<p>Identify the children - PO</p> <p>Produce IEPs with SMART targets that outline provision being made</p> <p>Care plans for those that need it written and shared with parents</p>	Ongoing	<p>Pupil's needs will be fully catered for.</p> <p>Ensure that there are sufficient resources and technology to allow for access to the curriculum.</p>	<p>CR SENCO</p> <p>CTs</p> <p>MB</p>	
Ensure children with disabilities have their needs catered for.	Liaison with Physiotherapists	Termly	Child develops their muscle strength and are mobile	<p>SENCO</p> <p>CT</p> <p>TA in class</p>	
Consider procedure for dealing with temporary disabilities if necessary	<p>Informal decisions made on supporting for children with broken limbs etc. when incidents arise</p> <p>Liaise with parents and implement medical advice</p> <p>Discuss individual needs as they arise with parents and agencies.</p>	As and when we have children with such needs	Children who have temporary disabilities are able to access the same things as all other children in school including the building and the National Curriculum	<p>CR SENCO</p> <p>CTs</p> <p>MB</p>	
<p>Early identification of children with poor physical co-ordination dyspraxia etc. (Gross motor skills).</p> <p>BEAM programme</p>	<p>Some pupil's follow the programme for BEAM to enhance gross motor control.</p> <p>All year R are screened</p> <p>Regular updates and training for TAs</p> <p>All children to be involved in a two term programme before referral made to external agencies</p>	Ongoing	<p>BEAM scheme considered, discussed, planned for and used to benefit pupils To continue to use BEAM to screen and support pupils.</p> <p>To continue programme in Year 1 and 2 and if necessary into KS2 for some pupils.</p> <p>To use BEAM + with older children with coordination problems.</p>	All staff	

Written By Miss Mandy Bridges– Headteacher