

Grayshott C of E Primary School

Accessibility Plan

Statutory Policy

Approved and Ratified at FGB: Spring II 2012



Review Date: Spring II 2015 (every 3 years)

Accessibility Plan

Grayshott C of E Controlled Primary School

	Targets	Strategies	Outcome	Timeframe	Success Criteria
Short Term	Governors assess accessibility for all new admissions annually & action	Summer first half term Governor agenda item. Review and resource	Action meets the needs of September intake.	Annually – summer first half term	All stakeholders have equal access to the school and curriculum
	Emergency and evacuation procedures take into account accessibility for all at school	LEA and School Emergency procedures updated through new H&S policy. Review annually to ensure easy access/exit for all	School is confident that in the event of an emergency, that there is access for all.	annual	Procedures are reviewed to ensure accessibility is catered for all, and that staff are made aware.
	All parents, staff and governors have equal access to school information	Questionnaire to any new parents, governors and staff to assess needs to help with communication ongoing with new stakeholders joining school.	School information can be accessed in a variety of forms to meet needs of parents and other new stakeholders joining the school with disabilities	annual or as new stakeholders join school	Clarity of information for everyone linked to school.
	Educational trips and outdoor activities consider accessibility needs for all	Curriculum Committee review visits and outdoor education policy / procedures.	Procedures and policy clearly identify the responsibility of staff members to ensure accessibility for all on trips.	Annual	Risk and accessibility assessments are made before all trips so all stakeholders can take part.
Medium Term	Purchase resources for specific needs of children joining the school to access the curriculum and school	Liaison from feeder schools to identify needs, use of SEN service to identify needs. Use SEN audit and budget	All new children's needs are met to give them equal access to the school and curriculum, ideally before joining the school	Annual Autumn needs led basis, but pre-empting.	Children have equal access to the school and curriculum
	Staff are trained to meet the many needs of pupils, and resources are purchased.	Audit the training needs of the staff, gaps and strengths. Pre-empt the skills that might be required.	Within the school there is expertise to support the needs of all children and develop skills of other staff	On-going	New children joining the school will have expertise to staff to meet their specific needs

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Long Term	Source facilities to be able to provide information in a variety of formats	Contact LEA SEN and EAL services for help	Parents and pupils have access to all appropriate school information	Seek advice on a needs led basis	Clear communication for all
	Wheelchair access to school and toilets	Buildings committee walk the school to review wheelchair access and action plan accordingly.	People using wheelchairs have access to work in school	Annual Autumn needs led basis, but pre-empting.	Access for all at Grayshott to learn.
	Clearly marked multi sensory pathways include	Use expertise of groups such as RNIB. Buildings committee walk the school.	The school is clearly marked for access for all stakeholders.	Autumn 13	All stakeholders are able to find their way around the school and access appropriate areas.

Increased access to the curriculum
 Improvements to the physical environment
 Improvement in the provision of information for disabled pupils and parents
 Renewed every 3 years
 Report annually to parents via prospectus and / or newsletters?
 Consult pupils and parents of disabled pupils.