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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  \* Interactive whiteboards visible.  \* VAK teaching methods employed.  \* Paint finishes chosen for visual simplicity. | Autumn 2021 | Neutral classrooms – use of pastel and browns for display purposes to combat overstimulation from displays. | Purchase muted tones for backing paper/ |  |  |
| **Physical** | \* Pencil grips available as needed.  \* All children encouraged to participate.  \* Ramps in place where necessary.  \* Mostly double doors.  \* 3 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 | Autumn 2021 | Increase accessibility of garden / forest school for children with physical disabilities.  Improved changing area in Nursery building. | Involve DCC Physically Impaired Service. Costs met by DCC.  Involvement from Moving and Handling and Physical Impairment team DCC. | PI team to come out and look at potential ramp for outdoor areas to easier access.  15.06.21 – TM from Moving and Handling DCC team inspection – suggestions made and referral to PI team. |  |
| **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 2021  Spring 2022  Autumn 2021 | Identify and train a mental health champion  Ongoing programme of mental health assemblies and lessons over the year. Links with anti-bullying work.  Ensure Nurture room – has all resources needed to conduct Nurture activities. | Assigned to Mr Ford  Mrs Fletcher/Mr Ford to ensure it is covered within new PSHE curriculum and Mr Ford/Mrs Mackey to ensure coverage through collective worship.  Nurture trained leads to talk to SLT and devise list. | Children’s mental health to be prioritised and staff to gain a deeper understanding of children dealing with mental health issues. |  |
| **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.  \* Secretary regularly updates medical lists  and distributes to teachers. | Spring 2022  Autumn 2021 | Ensure staff move receive paediatric first aid training.  Enquire about up to date training for Epi-pens. | Course booked in for next academic year. | 3 members of staff completed 2 day paediatric first aid training |  |