



IMPROVING ACCESS TO THE CURRICULUM

Priority/Target	Strategy/Action	Resources, Financial Quotes and Proposed Timeframes	Progress Update
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability in terms of basic daily living skills, relationships and future aspirations.	TLRs to audit skills in their particular subject and assess to see if training is required and for how many people. This information to be submitted to SLT.	
All out of school activities are planned to ensure the reasonable participation of a whole range of pupils.	Review out of school provision to ensure it is in compliance with legislation. Audit participation in additional activities and identify any barriers. Ensure school activities are accessible for all children. Investigate TA flexibility to cover extra-curricular activities if needed. Consider hosting an area event for partner school – Boccia. Seek advice from IDS regarding alternative accessible venues for residential trips.	School trips include all pupils and the PE team have been taking part in sporting events for those children with a physical or learning need. TAs have been supporting those children who require additional support at clubs.	
Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process on an individual class bases.	Inclusion team to seek advice regarding dyslexia friendly classrooms. Inclusion team to seek advice regarding OT where needed.	

<p>Ensure appropriate ICT access for those children with disabilities.</p>	<p>Review accessibility of ICT including notepads and whiteboards using specialist expertise e.g. MW. Involve pupils in review of hardware and software. Prioritise new software to purchase. Train TAs to use 'Communication In Print'.</p>	<p>ICT suite has been refurbished to improve accessibility.</p> <p>There are a greater number of school laptops so that there are more available for those who need an alternative to writing or ICT support when working.</p>	
<p>Training to raise the awareness of disability issues.</p>	<p>Review training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school training.</p>	<p>Diabetes training taken place in two year groups.</p> <p>Spina Bifida training taken place in EYs.</p> <p>Sensory Consortium training taken place in specific year groups.</p>	



IMPROVING ACCESS TO WRITTEN INFORMATION

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Availability of written material in alternative formats when requested.	Large print and audio formats to be available as required. Monitor the uptake of documents in different formats. Review the accessibility of documents in alternative formats. Review all current school publications and promote the availability of different formats.	School is considering how best to produce printed materials in a variety of formats including spoken word. SLT to seek information from the office regarding whether parents are requesting alternative forms of information.	
Review documentation with a view to ensuring accessibility for parents with visual impairments. (Reading age?)	Seek advice on alternative formats and the use of IT software to produce customised materials.	School to seek advice.	
Ensure all policies consider the implications of disability access.	Analyse the impact of the behaviour code, the school rules, the behaviour policy, educational visits, homework and health	Disability, equality and accessibility plan updated 2016. All other policies have been reviewed and linked where appropriate.	

	<p>provision in relation to pupils with disabilities. Involve the school council in all reviews. Consult pupils and staff on any proposed changes. Introduce new policies.</p>		
<p>Raise the awareness of adults working at and for the school about the importance of good communication systems.</p>	<p>Analyse whether there are any groups who need to be a target group for raising awareness. Arrange any relevant training.</p>		



IMPROVING ACCESS TO THE PHYSICAL PREMISES

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Signage	Are there appropriate signs for the visually impaired?	SLT and/or school council to review.	
Door access	Do we have portable ramps for areas with restricted access?	No areas which are restricted.	
Uneven areas in playgrounds	Do we have white lines painted to indicate where there are level transitions?	Newly resurfaced and as good as they will be.	
Door handles	Are door handles a contrasting colour to the doors themselves?	Doors have been replaced in various places throughout the school. They are now wooden with silver handles which are visible.	
Automatic door access	Do we automatic doors installed in the main entrance?	Not a possibility in the school	
Lighting	Do we need any outdoor lighting?	No.	
Disabled toilets	Do we need more disabled toilets around the school?	All new blocks are built with toilet blocks which meet the requirement of those children and staff with physical needs.	
School entrance	Do key pads and intercoms need placing at more accessible levels?	This is something school needs to consider, especially in the car park.	



LYNCH HILL SCHOOL – DISABILITY EQUALITY AND ACCESSABILITY IMPROVEMENT SCHEME

2015 - 2018

ACCESS AUDIT

Conducted By:

Date Conducted:

Issue Identified	Strategy/Action	Resources, Financial Quotes and Proposed Timeframes	Progress Update