

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors, parents and carers	To create access plans for individual disabled children as part of the SEN support plans process.	As required.	SENCO/Class teacher	SEN support plans are in place for disabled pupils and all staff are aware of pupil's needs.
	Ensure the school staff and governors are aware of the access issues.	Ongoing	Head of School/Site manager/ Governors	Information monitored to ensure any new or additional needs are met.
	Staff to share information with volunteers and support staff to ensure continuity of care for the children.	Ongoing	Head of School/ Class teacher/SENCO	Staff and volunteers are aware of the needs of the SEND children they work with.
	Organise classrooms to promote the participation and independences of all pupils.	Ongoing	SENCO/Class Teacher/ Site manager	Pupils are able to fully participate in the curriculum.
Ensure everyone has access to the office reception area.	Ensure the entrance is accessible for wheelchair users, for example deliveries are not causing an obstruction.	Daily to ensure the area is clear.	Site manager	Disabled visitors feel welcome. Disabled visitors can access the building unaided.

Maintain safe access for visually impaired people.	Check exterior lighting is working on a regular basis.	Ongoing checks.	Site manager	Visually impaired people feel safe in the school grounds.
Ensure all disabled people can be safely evacuated.	Ensure there is a personal emergency evacuation plan for all disabled pupils and staff. Ensure all fire exits are accessible and clearly labelled and that staff are aware of their responsibility during evacuation.	As required. Ongoing.	SENCO/Fire Marshall Site manager/SENCO/Fire marshal	All disabled pupils, staff and visitors are safe in the event of a fire. Fire drills are completed in a timely and calm manner.
Ensure all disabled pupils, staff and visitors have access to toilet facilities.	Ensure disabled toilets are available and in full working order. Ensure emergency cord is accessible and working.	Ongoing. Ongoing.	Site manager Site manager	All disabled pupils, staff and visitors have access to disabled toileting facilities.

Access to the Curriculum

Ensure support staff receive specific training on disability issues.	Identify training needs at regular meetings.	Ongoing.	SENCO/Head of School/SLT	Staff feel more confident and are aware of individual pupil's needs.
Ensure children with hearing impairment can have full access to the curriculum.	Install hearing loops to aid learning.	As required.	SENCO	Enables pupils to have improved access to their learning.
Ensure disabled children can participate equally in lunchtime and after school activities.	Discuss with staff and volunteers running lunchtime and after school clubs.	As required	Head of School/SENCO	Disabled children feel able and are encouraged to participate equally in out of school activities.

Staff awareness of children's needs to support the curriculum.	Staff inset training from specialist external agencies.	As required	SENCO/Head of School	Increased understanding of the opportunities available to the children.
--	---	-------------	----------------------	---

Access to information

School publications to be easily read by stakeholders.	All publications to be made available in alternative formats.	When specifically requested.	Office/SENCO	Delivery of school information to stakeholders is improved resulting in better communication.
Accessibility plan to be available to all stakeholders.	Published on website with paper copies available if required.	As required.	SENCO	All stakeholders have a greater understanding of how St Pancras addresses inclusion.

This plan is linked to other policies and documents:

Health and Safety policy

Special Educational Needs policy

SEND information report

Medical needs policy