

West Meadows Primary Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives <b>State short, medium, long term.</b>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Weekly SEN updates at staff meeting.</p> <p>Termly SEN staff meetings</p> <p>Planned staff meetings as needed</p>	<p>To continue to train staff to enable them to meet the needs of children with a range of SEN.</p>	<p>SENCo to review the needs of children and provide training for staff as needed. Continue Personal profile reviews and provision tracker reviews.</p>	<p>SENCO KJ</p>	<p>On-going.</p>	<p>Staff are able to enable all children to access the curriculum.</p>
	<p>Additional adult support in after school clubs to enable all children who want to attend can attend.</p>	<p>To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc.</p>	<p>Review of out of school provision to ensure compliance with legislation.</p>	<p>Leadership team</p>	<p>On-going.</p>	<p>All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.</p>
	<p>Specialist equipment has been ordered to support children with additional needs, VI, HI, Sensory and Physical, Cognition and learning, Communication and Interaction and SEMH.</p>	<p>To provide specialist equipment to promote participation in learning by all pupils.</p>	<p>Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.</p>	<p>SENCO and Leadership Team</p>	<p>Reviewed termly by SENCo.</p>	<p>Children will develop independent learning skills.</p>

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	Support in formal assessments for children with additional needs.	To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Y6 team, SENCO and Leadership Team.	Annually.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.
		To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.		Annually.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.
	School support parent through home visits.	To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Leadership Team/PSA	Termly.	Parents are informed of children's progress.

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:  <b>The approach and car parking</b> is convenient, routes are wide enough and visual signage is clear. The building is within convenient distance of a highway, public transport and convenient car parking.</p> <p>There are two designated disabled parking bays which are clearly marked.</p>	None	None	N/A	N/A	Car parking is accessible to all.
	<p><b>Routes and external level change</b> are ramped and are suitably graded, surfaced and fit for use.</p>	None	None	N/A	N/A	Steps are clearly visible to all.
	<p><b>Entrances including reception</b> have doors that are clearly distinguishable, permit passage for both double buggies and wheelchair users. Door furniture can be used at both standing and seated height and can be easily grasped. Floor</p>	None	None	N/A	N/A	Main entrance is accessible to all.

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	<p>surfaces are slip resistant and firm for wheelchair manoeuvre. Reception is suitable for approach from both standing and seated positions. LED lighting installation takes into account the needs of visually disabled people.</p> <p><b>Horizontal movement and assembly-</b> Corridors are wide enough for a wheelchair user to manoeuvre. They are free from obstruction and this is visually checked daily. Turning space is available for wheelchair users and floor surfaces are suitable for manoeuvre. Directional fire escape signage is in place and can be seen at standing level.</p> <p><b>Doors</b> are readily distinguished and serve both a functional and safety purpose. Clear opening width permits wheelchair access and handles are at a sufficient height for standing and sitting and easily operated. Door mechanisms are checked regularly.</p>	<p>Fire action/building plans on display are high and need to be read easily from both sitting and standing level.</p> <p>None</p>	<p>Lower the height fire action plans are displayed.</p> <p>None</p>	<p>Caretaker</p> <p>N/A</p>	<p>April 19 Action resolved.</p> <p>N/A</p>	<p>Horizontal movement can be made by all.</p> <p>Doors are functional for all.</p>
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	<p><b>Lavatories-</b> WC provision is made for people with disabilities, there are two suitable W.C.s that offer both left and right sided approaches. Both have slip resistant floorings which are easily distinguished from their background. Ambulant disabled people can manoeuvre and raise themselves in standard cubicles. Wheelchair approach is free of steps/narrow doors and obstructions. Fittings and light switches are easily reached and operated, hand washing facilities are within reach of someone seated on the W.C. Grab rails are fitted in appropriate positions to facilitate use of the W.C. and the manoeuvring area is free of obstruction.</p> <p>There is an emergency call system in place and someone designated to respond.</p>	<p>The hand drying facility is not in reach of someone seated on the W.C. Short term- Provide a hand drying facility closer to the W.C.</p>	<p>Fix a wall hanging paper towel dispenser closer to the W.C.</p>	<p>Caretaker</p>	<p>April 19 Action resolved.</p>	<p>Lavatories can be used by all.</p>
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	<p><b>Fixtures and fittings-</b> Lunchtime counters are accessible to all users. It is possible for people with disabilities to serve as volunteers.</p> <p>Display and bookshelves are visible and accessible for people with disabilities.</p> <p>Eating and meeting spaces allow for use by wheelchair users and other people with disabilities.</p>	None	None	N/A	N/A	Fixtures and fittings are accessible to all.
	<p><b>Means of escape-</b> All final exit routes are accessible to all including wheelchair users, as are the entry routes. Personal emergency evacuation plans (PEEPs) are in place for those that require assistance.</p> <p>A management evacuation strategy is in place and staff are trained in evacuation procedures. Fire warning devices and detectors are</p>	None	None	N/A	N/A	Upper and lower levels can be accessed by all.

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	routinely and regularly checked.					
Improve the delivery of Information to pupils with a disability	Lighting throughout school is adequate for the needs of all.  Large-print versions of information can be made available if needed.	There is no braille information available for people with visual disabilities.  The building is not equipped to provide hearing assistance.	This can be purchased through an outside agency as and when required.  An induction loop could be fitted as and when required.	Headteacher	As required.	Information is delivered efficiently to pupils.