



Charvil Piggott Primary School Accessibility Plan: Appendix 1 Action Plans



Action Plan 1: Improving the Physical Access / Egress

| Target / Identified Issue | Action Required | Person Responsible | Timescale | Evaluation and Impact |
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| To ensure that access from the road / car parking is fully available for wheelchair users. | Dropped kerb at front of school. Look at dropped kerb at entrance to staff car park as this gate is now open and used as a pedestrian entrance. | This kerb is not on school premises so will involve collaboration with Wokingham Borough Council. Managed by Deputy Headteacher / Site Manager | March 2018 | Verbal consent has been received from Charvil Parish Council to drop this kerb. The works are included in a range of other ideas to enhance safety of the car park. No accessibility issues have been brought to our attention during this time so the school continues to view this as low priority. |
| Ensure that all visual/tactile information and markings comply with current regulations. | Audit visual/tactile information to front of school to identify access. Audit tactile internal signage. | SEN Governor to monitor | January 2018 | No issues have been brought to our attention during this time so the school continues to view this as low priority. |
| Ongoing medical / first aid training for staff on current pupils' needs e.g. anaphylaxis, asthma, epilepsy. | Staff training and Staff Nurse intervention as required. | School Secretary / Deputy Headteacher | September 2018 and with new staff as required | Epipen and Asthma training conducted on Thursday 13 th September 2018. Register held in the school office. |
| Ensure up-to-date information is held regarding pupils medical needs. | Admissions Pack. Regular requests for updates to be sent to the school office- dates on calendar. | School Secretary / Deputy Headteacher | Ongoing Reviewed termly. | Updated following new intake in September. Update reminders are sent regularly to parents via Schoolcomms. |
| Ensure that school trips are accessible to all. | Class Teacher to use pre-visit to site to ensure that any accessibility / medical issues are identified and | Class Teachers Educational Visits Officer Overseen by Deputy | As appropriate for school trips. | All school trips are planned with thought given to the needs within each cohort. |

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| | actioned prior to the day. | Headteacher / Headteacher | | |
| Continue to build on current good practice with regard to liaison between pre-school/school/secondary schools for all children and especially those with a disability. | Transition meetings have a clear focus on accessibility issues where necessary. | Class Teachers / Deputy Headteacher / Headteacher | Review procedures as necessary for 2018 intake in May 2018. | EYFS teacher visited all settings. Information evenings held and good feedback received. |

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| To ensure that written information about the school is available in different formats e.g. large print, different languages, audio etc. | Charvil Piggott Primary School will provide information upon request in accessible formats. Identify services available through the LA e.g. use of EMTAS as required. | Deputy Headteacher / School Secretary | Available on request | No requests made. |
| Visibility of information and signage to and around the school. | Review the current signage to the school including from A4 and Park Lane. Review internal signage for compliance with current regulations including the use of upper and lower case lettering on fire signage. | Deputy Headteacher | March 2018 | Improved internal signage e.g. fire signs. |
| Review the need for an induction / hearing loop. | Check need amongst school community. | Deputy Headteacher | December 2017 | Not felt necessary at the time. |



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Action Plan 3: Improving access to the curriculum

| Target / Identified Issue | Action Required | Person Responsible | Timescale | Evaluation and Impact |
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| Teachers planning includes as a matter of course opportunities for all pupils to take part and achieve. | All planning will use assessment for learning information to provide accurately for the next steps of each child. | Class Teachers / Deputy Headteacher / Headteacher | Ongoing Reviewed termly | Particularly where requirements are known, planning takes account of pupils' needs and welfare during each and every lesson. |
| IEPs and Pupil Profiles to accurately reflect the needs of individuals and plans for interventions that are 'additional to and different' from those provided for other pupils. | IEPs and Pupil Profiles will accurately map out the next steps in learning and outcomes will be judged against clear success criteria. Ongoing monitoring by the Acting SENCO. | SENCO / Deputy Headteacher / Headteacher | Ongoing Reviewed termly | Four of five pupils with EHCPs are meeting expected standards. IEPs are having an impact on narrowing the educational gap. |
| To maintain a clear provision map of all SEN support in place to meet individual needs. | All relevant pupils will continue to receive access to specific interventions. | SENCO / Deputy Headteacher / Headteacher | Ongoing Reviewed termly | Support that is identified can be reviewed and monitored at termly Pupil Progress Meetings allowing the provision for such pupils to be updated and accurate. This information feeds into Class Summaries which give an overview of the needs and attainment of each class. |
| Audit resources and information held in | All staff working with children with disabilities will be aware of | Class Teachers / Acting SENCO / Headteacher | March 2018 In response to professional | SENCo is now going through the process of sharing these |

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| <p>school with regard to SEN</p> | <p>resources in school to meet individual needs</p> | | <p>reporting</p> | <p>resources with staff and updating training on their use.</p> |
| <p>Maintaining regular/ongoing links with professionals (e.g. physio, Sensory Consortium) and facilitating meetings with them and relevant staff in school.</p> | <p>Up-to-date and relevant information from external professionals is being used in school to support pupils with their relevant needs.</p> | <p>Class Teachers / SENCO / Deputy Headteacher / Headteacher</p> | <p>Termly meetings IEPs and Pupil Profiles updated/reviewed in response</p> | <p>SENCo meets with external professionals regularly and at least termly to keep developments up to date.</p> |