

Jesse Gray Primary Access Policy



February 2021

Head Teacher Signature:	
Date Adopted:	
Review Date:	Feb 2022

WHOLE SCHOOL POLICY ACCESS PLAN

Introduction

Jesse Gray Primary School is fully committed to removing barriers and creating an environment that allows equality of opportunity.

We believe that improvements to our school site are beneficial to all who use it.

There are four main elements to our Access Policy:

- **It is available for public view and comment**
- **It is written by an informed team of staff and ratified by governors**
- **It is a progressive plan built upon work already done and adaptable to different stakeholder needs**
- **It is based upon an annual review and information from outside agencies for specific stakeholders**

School Commitment

This plan will consist of short, medium and long term aims that will increase access to the school environment, the curriculum and the written word.

Our school policy will therefore:

- **Form part of the School Improvement Plan**
- **Secure best value quotes and investigate funding streams**
- **Identify who is responsible for identified actions**
- **Provide and work to agreed timescales**
- **Review plans and practice**

Existing systems:

- **The school has transition procedures in place that allow knowledge of child and parent needs prior to joining our school.**
- **Head teacher and Governor responsible for Access, conduct recorded twice yearly walk round audits as part of Health and Safety monitoring.**
- **All new build work or internal reorganisation is disability compliant and designed with the needs of our children in mind**
- **Discussion with outside agencies is common practice**

Previous Access Plan works:

- **2019 (ongoing) Parents reminded via newsletters to park safely at drop off and collection times**
- **2019 All signs are in lower case and classrooms signed in a uniformed manner**
- **2019 Posters all removed from vision panels**

- 2019 All non-conforming taps replaced with lever taps
- 2019 Emergency pulls cords checked on a daily basis
- 2020 Lifts all repaired and used regularly
- 2020 One way view film removed from door vision panels
- 2020 SENDCO in contact with parents of child applying to the school with physical needs and a tour given
- 2020 Fencing erected around car park and field

2020/2021 Planning:

Identified needs:

- Child with mobility issues
- Children and families with English as a second language
- Parents with additional needs
- Children with visual impairment moving through school
- Severely Autistic child in school

Area:	Task:	Who is responsible:	Cost:	Timeline:	Success criteria:	Evaluation methods:
Access to communication:	Support parents with additional needs to access school, and school communications. Potential Booster class membership half termly meeting	Office staff and teaching staff Booster teachers	Admin and possible adult learning training.	September 2020/21	Parent engaged and informed	Parental questionnaire Daily contact
	Support EAL children with school communications	NCC Equality and Achievement Team and language staff	Resources and training	September 2020/21	Raised progress and attainment	Assessment data
Access to curriculum:	Support EAL children with access to age and ability related work	NCC Equality and Achievement Team and staff	Resources and training, TA support time	September 2020/21	Raised progress and attainment	Assessment data
	Visual IT equipment for children with visual impairments	SENDCO	TBC	September 2020/21	Raised progress and attainment	Assessment data
Access to building	Ensure clear access to school and ensure less obstacles	Caretaker and staff		September 2020/21	Lower frequency of accidents	First Aid records Health and Safety walk rounds
	Highlighted handrails and	Head teacher/ Site	TBC		Lower frequency	First Aid records

	steps	Manager			of accidents	Health and Safety walk rounds
	Repainting of car park markings including Disabled bay demarcation	Head teacher	TBC	Summer 2021	Adults with blue badges able to access parking spaces easily	Health and safety walk rounds
Exit from building in an emergency	One to one support timetable in place in place for 2 x children with visual impairments	Head teacher / SENDCO	See staffing budget	September 2020/21	Children confident of how to exit building in an emergency	Successful fire drills carried out once a term of following changes to routines or classrooms

Roles and Responsibilities

The Head Teachers of schools will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

Governing Body

Governing bodies are accountable for ensuring that

- their establishment has effective policies and procedures in place in accordance with this guidance, and monitoring the school's compliance with them.

The nominated Governor for Access is : Mr C Walker (Acting Health and Safety Governor)

This policy complements and supports a range of other policies, including:

- Special Educational Needs

- Health and Safety
- Security
- Equal Opportunities

All school policies will be reviewed annually or sooner if required.

Reviewed: February 2021

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Reviewed by Staff: Mr C Belton

Governor review by: 15/04/21