

**Thomas Jones Accessibility Objectives**  
**Report on meeting objectives March 2019**

<b><u>Target</u></b>	<b><u>Timescale</u></b>	<b><u>Success Criteria</u></b>	<b><u>Update March 2019</u></b>
Ensure school staff and governors are aware of access issues	Ongoing	<p>Staff and governors are aware of access issues and discuss these in meetings</p> <p>Access issues are continuously monitored to ensure any new needs arising are met.</p>	<ul style="list-style-type: none"> <li>• Any issues arising relating to accessibility are discussed at regular Governor meetings. A separate agenda item is included in all meetings to ensure this is given appropriate consideration.</li> <li>• All staff have read and are implementing the policy. Staff have access to policies in the shared folder and via the school website.</li> <li>• Accessibility objectives are shared with staff and governors, published on the school website and a copy of annual reports will also be published alongside this. Parents/carers will be directed to this annually.</li> <li>• Termly Health and Safety audits assess accessibility across the school.</li> </ul>
To be aware of the access needs of disabled children, staff, governors and parents/carers	Ongoing	Governors, staff, pupils parents/carers and visitors have full access to all areas of the school.	<ul style="list-style-type: none"> <li>• Accessibility needs are reviewed on a daily basis as they arise. Arrangements are made as needed to ensure that all staff, children, parents and visitors can access all areas of the school as needed.</li> <li>• Termly Health and Safety audits assess accessibility across the school.</li> </ul>

			<ul style="list-style-type: none"> <li>• New children that have joined the school in 2018 have had all needs met. This has included seating arrangements during lunch related to allergies, special hearing equipment with training for staff and specific toileting needs being met.</li> </ul>
To ensure disabled pupils can access education, facilities and services alongside other children both inside and outside of the school grounds.	Ongoing	All disabled pupils are able to access learning and facilities alongside their peers.	<ul style="list-style-type: none"> <li>• Individual Education Plans for all children on the SEN register are updated termly.</li> <li>• Termly Health and Safety audits assess accessibility across the school.</li> <li>• Risk assessments are carried out for all trips to ensure all children can access facilities. Pre-visits are carried out for new trips to assess accessibility needs.</li> <li>• Termly lesson observations look at how individual children are accessing the curriculum alongside their peers.</li> </ul>
To ensure all disabled people can be safely evacuated.	Updated Annually.	<p>All disabled pupils and staff working with them are safe in the event of a fire.</p> <p>There is constant supervision of disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily.</p>	<ul style="list-style-type: none"> <li>• Photos of all children with hearing impairments, physical disabilities or with special needs requiring additional support to evacuate the building have been given to the school fire marshalls. The Fire Marshalls will ensure that these children have been safely evacuated from the building immediately.</li> <li>• Evacuation plans have been drawn up for individual children with disabilities and special educational needs that require assistance to ensure they</li> </ul>

			<p>evacuate the building safely. These have been shared with ALL staff members.</p> <ul style="list-style-type: none"> <li>The last evacuation drill on 2<sup>nd</sup> November 2018 took 1 minute 36 seconds to evacuate the whole building. Children with special needs and disabilities took the same amount of time to evacuate as their peers.</li> </ul>
To ensure appropriate training for staff who teach children with a hearing impairment or visual impairment	Ongoing	Teaching is adapted for children with hearing or visual impairments to ensure they are able to access all learning alongside their peers.	<ul style="list-style-type: none"> <li>All teachers with children with hearing impairments in their class are supported by the hearing impairment specialist.</li> <li>All teachers plan for children with hearing or visual impairments in terms of classroom organisation and accessibility of lessons.</li> </ul>
To ensure staff and governors are trained in the matter of disability discrimination.	Ongoing	All staff and governors will take positive steps to ensure accessibility for all pupils, parents/carers, staff and visitors with a disability.	<ul style="list-style-type: none"> <li>All governors and staff have been given a copy of the Bi Borough Disability Policy to read.</li> <li><b>Further training is being explored.</b></li> </ul>
For all extra curricular activities to be planned to ensure they are accessible to all children.		Increase in access to all school activities for all pupils.	<ul style="list-style-type: none"> <li>All children are equally welcome to access extra curricular activities. Adaptations are and will be made on an individual basis to ensure that all children can access facilities equally.</li> <li>Risk assessments take account of children with individual needs to ensure they can access all extra curricular activities.</li> </ul>

For classrooms to be optimally organised to promote the participation and independence of all pupils.	Annually or more frequently as needed	All pupils have access to the National Curriculum.  Pupils are all able to move freely around the classroom as required and access materials to support their learning.	<ul style="list-style-type: none"> <li>At least twice yearly classroom audits assess how classrooms are organised to ensure the participation and independence of all pupils. Feedback is given to class teachers and amendments made as needed.</li> </ul>
To review specialist aids and equipment available to pupils with a disability.	Termly alongside review of children's IEPs	Children with disabilities are able to access the curriculum with the support of specialist aids and equipment.	<ul style="list-style-type: none"> <li>Professionals provide equipment for children as needed and they are responsible for checking and adapting this as needed in liaison with class teachers and the SENCo.</li> <li>All children with special educational needs that have specialist aids and equipment have this reviewed in their annual review each year.</li> </ul>
To ensure that all children on the SEN register have a provision map in place.	Termly and annually- ongoing Provision map to be completed by January 2020.	Provision maps and IEPs in place to support the needs of individual children ensuring children are accessing the curriculum and making good progress.	<ul style="list-style-type: none"> <li>A format is currently under development for a provision map to be used to map provision across the school.</li> <li>Children's individual folders hold records of support.</li> </ul>
To review TA and LSA deployment to ensure pupils are appropriately supported.	Termly and as needed to meet the needs of children	Children have access to support to meet their individual needs.	<ul style="list-style-type: none"> <li>Termly LSA meetings with SEN coordinator review provision, offer support and discuss areas of development and need.</li> <li>Careful consideration is given by the SEN coordinator in the allocation of staff each year ensuring each child has effective support. Changes are made as</li> </ul>

			and when needed to meet the needs of each individual child.
To arrange availability of written material in alternative formats.	Ongoing	<p>Written information to be provided in different formats when required.</p> <p>Information related to availability of written information in different formats published on school website and communicated to parents/carers to support their individual needs.</p>	<ul style="list-style-type: none"> <li>• Wording has been added to the school website: If you require documents in an alternative format please contact the school office and we will try to accommodate all requests.</li> </ul>
To survey parents/carers on quality of communication	Annually	Parental opinion is surveyed and action taken appropriately	<ul style="list-style-type: none"> <li>• Parent/carer annual questionnaire has been adapted with the addition of questions on the quality of communication at the school and equality. Action will be taken as appropriate to address any issues that arise.</li> </ul>