



Severne Primary School
Accessibility Planning Objectives

Dates: From May 2019 to May 2022 (3years)

Accessibility Plan Code

C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone?

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility Planning Code (C,E,I)	Actions			Evidence to be collected to measure progress	Dates (from and to)
		How	Who (Lead person)	Resources		
<p>Severne will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.</p> <p>All members of the school community are able to safely access all parts of the school building.</p>	E, C	<p>Severne Primary seek and follow the advice of local authority services, such as specialist teachers and of appropriate health professionals from the local NHS Trusts.</p> <p>Management plan for individual pupils clarify procedures and arrangements for access.</p>	<p>Governors/ Head teacher/ Business Manager/ SENCO</p> <p>SENCO</p>	<p>PDSS, physiotherapy service</p> <p>Care Plans</p>	<p>Risk assessments undertaken and agreed</p> <p>Continue meeting needs of Pupil with OI (Brittle bones), and two pupils who are wheelchair users.</p> <p>New personal care facility installed in infants.</p> <p>Pupil views sought during EHCP reviews.</p> <p>All pupils can move around school safely and have full access to all parts of the building.</p>	<p>As necessary</p> <p>Ongoing</p> <p>Reviewed yearly as part of individual pupils' care plans and EHCPs.</p>
<p>Children with additional needs, fully included in residential trips.</p>	C,I,E	<p>Risk assessments undertaken and plans put in place</p>	<p>SENCO, lead teacher for residential trips</p>	<p>Frank Chapman risk assessments. Additional staffing</p>	<p>All children able to participate in residential activities.</p>	<p>Ongoing</p>

To ensure that teachers and teaching assistants continue to have access to the specific training on disability issues.eg. ADHD, ADD, OI, ASD, CP	C	Continued meetings with outside agencies. Training courses. Information shared with staff.	SENCO	Course / training materials	Staff deploying strategies learnt. Pupil progress documented through tracking, provision mapping and IEPs	Records of staff training kept and reported to governors quarterly.
Effective transition arrangements in place for enhanced communication sharing between Severne Primary and other settings.	I	Contact made with previous settings, secondary settings, professionals and parents	SENCO	Admission applications. Documentation from other settings	Smooth transition occurs and needs planned for in advance.	Yearly for secondary transfers, as and when needed for new admissions
To ensure that all pupils have full access to the curriculum.	C	Risk assessment completed and advice sought for relevant health professionals.	SENCO	PDSS, physiotherapy services, CAT team	All pupils are able to participate in all activities at an appropriate level.	Discussed termly in Pupils Progress meetings.