

**Access to the Physical Environment**

	Targets	Strategies	Timescale	Responsibility	Success criteria
Short term	1. School is aware of the access needs of disabled children, staff and parent/carers          School staff are better aware of access issues	a) Create access plans for individual disabled children as part of IEP process	Completed July 2005	SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. Raised confidence of staff and governors in commitment to meet access needs and better participation in and around the school.  Parents able to access fully all school activities.  Access issues not influencing recruitment and retention decisions.  "  On-going improvements in access to all areas in R&M works. All staff aware of fire risk assessment.
		b) Undertake confidential survey of staff to ascertain access needs and make sure they are met in and around the school.	Ongoing for new staff	Headteacher	
		c) Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	From July 2006	School Secretary/ Headteacher	
		d) Circulate information on Access to Work Scheme to SLAM and governors	By Jan 2006	Headteacher	
		e) Ensure staff are aware of Environment Access Standard	From Jan 2006	Health & Safety Advisor	
		f) All contractors doing R&M to work to BCC Environment Access Standard	From now	Headteacher	
		g) Fire Risk Assessment	Dec 2005	LEA	
		h) Fire extinguisher Training			
		i) Fire Warden Training	February 2006		

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	<b>NEBOSH</b>	<b>Recognised Health &amp; Safety Qualification</b>	<b>June 2006</b>	<b>Health &amp; Safety Advisor</b>  <b>Health &amp; Safety Advisor</b>	<b>Safety procedures in place.</b>  <b>Health &amp; Safety Office to disseminate to staff</b>
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success criteria</b>
	<b>2. Improve access to the reception area</b>  <b>Improve access to changing rooms</b>	<b>a) Rearrange furniture so area is wheelchair accessible and put in waiting chairs for visitors</b> <b>b) Put up clear signs in the reception with symbols, welcome sign in different languages and formats</b> <b>c) Investigation by Health &amp; Safety</b>	<b>By Sept 2003</b>  <b>By July 2006</b>  <b>By July 2006</b>	<b>Caretaker</b>  <b>Administrative staff</b> <b>SENCO</b> <b>Health &amp; Safety Officer</b>	<b>Disabled parents/carers visitors feel more welcome.</b>  <b>Pupils and parents EASL will feel welcome</b> <b>Access to PE changing Rooms</b>
	<b>3. Improve signage and external access for visually impaired people</b>	<b>a) Replace external light bulbs immediately when dud</b> <b>b) Repaint white stripes on edge of all external steps</b> <b>c) Get advice on appropriate colours/styles for signs and replace temporary ones</b>	<b>On-going</b>  <b>By May 2006</b> <b>By July 2006</b>	<b>Caretaker</b>  <b>Caretaker</b>  <b>Health &amp; Safety Officer</b>	<b>Visually impaired people feel safe in the grounds.</b> <b>"</b>  <b>Access around the site easier for all.</b>
	<b>4. Redesign the library to make all shelves accessible to all children</b>	<b>Librarian available to assist with book boxes.</b>	<b>Completed Jan 2004</b>	<b>Librarian</b>	<b>All children have access to all books.</b>
	<b>5. Repaint 5 classrooms in colours with suitable contrasting woodwork</b>	<b>a) Seek advice from Access Officer on which colours are appropriate</b> <b>b) When classes are painted under R and M, include contrasting colours</b>	<b>By July 2005</b>  <b>On-going</b>	<b>SENCO</b> <b>Caretaker/ Contractor</b>	<b>Colour schemes that support teaching, learning and behaviour.</b> <b>Classes accessible for visually impaired pupils.</b>

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	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success criteria</b>
	<b>6. Ensure that all disabled pupils can be safely evacuated</b>	<b>a) Put in place Fire Drills</b> <b>b) Develop a system to ensure all staff are aware of their responsibilities</b>	<b>Completed</b>  <b>Completed</b>	<b>Health &amp; Safety Advisor</b>  <b>Headteacher</b>	<b>All disabled children and staff working with them are safe and confident in event of fire.</b>
<b>Medium term</b>	<b>1. Paint a disabled person's parking bay with access to reception</b>	<b>a) Allocate a space and request the bay from Hereford City Council</b>  <b>b) Install a dropped kerb to enable access to the reception from car park</b>	<b>By July 2006</b>  <b>Completed 2003</b>	<b>Caretaker</b> <b>Health &amp; Safety Advisor</b>	<b>Accessible parking bay for disabled staff/visitors.</b>  <b>Easy access from car park to reception for wheelchair users/people with pushchairs etc.</b>
	<b>2. Improve accessibility of the ICT suite</b>	<b>a) Seek advice from the CLC (Health &amp; Safety at Work) on optimum layout of furniture and move.</b>	<b>By June 2004</b>  <b>By July 2004</b>	<b>Premises Governor</b>	<b>Layout optimises teaching and learning and behaviour.</b>
	<b>3. Review and replace inadequate lighting in all areas</b>	<b>a) Seek advice on the lighting in all teaching areas from the Sensory Impaired Children's Team</b>  <b>b) Seek funding from the Access Fund for improved lighting and replace inadequate lighting</b>	<b>By Sept 2004</b>  <b>Completed Dec 2004</b>	<b>SENCO</b>  <b>Headteacher</b>	<b>Lighting improved for visually impaired and hearing impaired children currently in school.</b>  <b>Visit from PASS June 2004</b>

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	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success criteria</b>
	<b>4. Improve acoustics in the hall</b>	<b>a) Seek advice from the Sensory Impaired Children's Team</b>	<b>By July 2006 Completed 2007</b>	<b>HEAD PE</b>	<b>Hearing impaired children and adults better able to access activities in Hall.</b>
<b>Long term</b>	<b>1. Install an accessible toilet for pupils with an inbuilt hygiene area</b>		<b>Completed 2003</b>	<b>Health &amp; Safety</b>	<b>Able to admit a wider range of pupils with impairments.</b>
	<b>2. Ensure all fire escape routes are suitable for all</b>	<b>a) Request advice from Building Surveyor and Fire Officer on accessibility of exit routes and fire doors</b>  <b>b) Secure funding for the works from the LEA</b>  <b>c) Install ramps to make level egress on all fire exits</b>  <b>d) Alter the fire doors to make them accessible to disabled people</b>	<b>By June 2006</b>  <b>By March 2006</b>  <b>By March 2005</b>  <b>By July 2006</b>	<b>Health &amp; Safety Officer</b>   <b>LEA</b>  <b>LEA</b>  <b>LEA</b>	<b>All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.</b>
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success criteria</b>
	<b>3. Redesign the reception security and entry system to make it more accessible and welcoming</b>	<b>a) Carry out access audit on reception area and consult disabled people's organisations</b> <b>b) Knock down the wall to make reception office door accessible and put in a window for visitors at accessible height</b>	<b>By June 2006</b>  <b>Completed June 2005</b>	<b>Health &amp; Safety</b>	<b>All disabled people able to access reception and enter independently.</b>
	<b>4. Ensure all common facilities</b>	<b>a) Move ICT Suite to ground floor Room 24 and relocate 2</b>	<b>Completed Sept</b>	<b>Headteacher</b>	<b>Pupils able to access common facilities</b>

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	<b>accessible to disabled children</b>	<b>classrooms. LSU/ASDAN</b>	<b>2005</b>		
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**Access to the Curriculum**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success criteria</b>
<b>Short Term</b>	<b>1. Increase confidence of staff in differentiating the curriculum</b>	<p>a) Undertake audit of staff training needs on curriculum access.</p> <p>b) Assign 2 in service days to training identified e.g. THRASS</p>	<p>By July 2003 Update 2006</p> <p>In service in Sept and PDD Day June 2008</p>	<p>SENCO</p> <p>"</p>	<p>Raised confidence of staff in strategies for differentiation and increased pupil participation. Schemes of work to reflect differentiation.</p>
	<b>2. Ensure LSWs have access to specific training on disability issues</b>	<p>a) Use NAPTA to identify LSA training needs and inform Professional Development process</p> <p>b) LSWs to access at least 3 relevant CPD courses each year</p>	<p>By July 2006</p> <p>On-going</p>	<p>SENCO</p> <p>"</p>	<p>Be awarded Centre of Excellence..</p>
	<b>3. Ensure all staff are aware of disabled children's curriculum access</b>	<p>Research Pilot University Birmingham.</p>	<p>From December 2005</p> <p>"</p>	<p>SENCO</p> <p>"</p>	<p>All staff aware of individual pupils' access needs.</p> <p>"</p>
	<b>4. Ensure all staff are aware of, and able to use, SEN software and resources</b>	<p>a) Audit all SEN ICT and other resources and make list available to all staff</p> <p>b) Run individual training sessions on use of SEN Software e.g. SUCCESSMAKER.</p>	<p>By Sept 2003</p> <p>From Jan 2004</p>	<p>SENCO</p> <p>SENCO</p>	<p>Wider use of SEN resources in mainstream classes.</p> <p>"</p>

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	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success criteria</b>
<b>Medium Term</b>	<b>1. Ensure all school trips are accessible to all</b>	<b>a) Develop guidance for staff on making trips accessible</b> <b>b) Use Hardship Fund to get additional LSW support</b>	<b>By Jan 2005</b>  <b>Summer 2005/8</b>	<b>Headteacher</b>  <b>All staff</b>	<b>All children in school able to access all school trips and take part in range of activities.</b>
	<b>2 Review PE Curriculum to make PE accessible to all</b>	<b>a) Gather information in accessible PE and Disability Sports</b> <b>b) Invite disabled sports people in for particular sessions</b> <b>c) Review PE curriculum to include disability sports</b>	<b>By July 2006</b>  <b>On-going</b>  <b>By Sept 2006</b>	<b>Head PE</b>  <b>"</b>  <b>"</b>	<b>All children able to access PE and disabled children more able to excel in sports.</b>
	<b>3. Review all curriculum areas to include disability issues</b>	<b>a) Include specific reference to disability equality in all curriculum reviews</b> <b>b) Have section on disability equality and curriculum access planning sheets</b>	<b>From July 2006</b>  <b>By Jul 2006</b>	<b>Deputy Head / Headteacher</b>  <b>"</b>  <b>"</b>	<b>Gradual introduction of disability issues into all curriculum areas.</b>
<b>Long Term</b>	<b>1. Develop consistent approach to differentiation and alternative recording in school</b>	<b>a) Inclusion Policy</b>  <b>b) Organise a Equal Opportunities INSET to share good practice</b>	<b>Completed 2005</b>  <b>"</b>	<b>SENCO</b>  <b>SENCO</b>	<b>All staff confident and consistent in range of differentiation strategies and use of alternative recording.</b>

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	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success criteria</b>
	<b>2. Ensure disabled children participate equally in after school and lunch time activities</b>	<b>Organise additional activities for vulnerable pupils Room 16 available for vulnerable pupils</b>	<b>Completed Sept 2005</b>  "	<b>SENCO</b>  "	<b>All children confident and able to participate equally in out of school activities.</b>
	<b>3. Ensure all staff have undertaken disability equality training</b>	<b>a) Set up Inset training for all staff on disability equality  b) Ensure new staff access similar CPD courses</b>	<b>July 2006</b>	<b>Assistant Head CPD</b>  "	<b>All staff work from a disability equality perspective.</b>
	<b>4. Develop links with local special school to improve understanding of curriculum</b>	<b>a) Organise opportunities for staff to observe their curriculum area at Local Special School</b>	<b>From September 2008</b>  "	<b>SENCO</b>	<b>Increased confidence of staff in developing their curriculum area accessibly.</b>
	<b>5. Develop system for involving LSWs in curriculum planning</b>	<b>a) Establish joint LSW/ teacher planning opportunities in core subjects.</b>	<b>Completed 2005</b>	<b>SENCO</b>	<b>Improved involvement of LSAs in planning and evaluation of lessons.</b>

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## Access to Information

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Short Term	1. Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school	Annually from Sept 2004	Headteacher	All parents getting information in format that they can access e.g. tape, large print, Braille if needed.
		b) Review all letters home to check reading age/Plain English	Sept 2004	"	
		c) Produce newsletter in alternative formats e.g. large print, braille	From Sept 2004	"	
	2. Ensure all staff are aware of guidance on accessible formats	a) Distribute guidance on good practice in accessible formats and Access Fund b) Guidance to staff on dyslexia and accessible information	By Dec 2004	SENCO	Staff start to produce routine information to children in more accessible ways.
	3. Inclusive discussion of access to information in all annual reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews b) Develop strategies IEPs to meet needs	From Sept 2004  On-going	SENCO  "	Staff more aware of pupil's preferred methods of communication.
Medium Term	1. Establish British Sign Language with the school	a) Invite a Deaf teacher to introduce Deaf culture to assembly and run session for Years 5/6	Jan 2005	PSHE Coordinator	All children knowing some basic BSL Signs and Deaf parents can be included in all school activity.
		b) Establish BSL after school club for children parents/carers and staff c) Routinely offer BSL	From Jan 2005	"	

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	Targets	Strategies	Timescale	Responsibilities	Success criteria
		<p>Interpreter to Deaf parents for all events</p> <p>d) Ensure children learn at least 3 signed songs each term</p>	<p>From Jan 2005</p>	<p>"</p>	
	<p>2. Redesign school brochure to be accessible</p>	<p>a) Seek advice making information accessible for Bristol and District People First</p> <p>b) Redesign brochure in Plain English etc. and ensure it explicitly welcomes disabled children and those with SEN</p>	<p>By Jan 2005</p> <p>By May 2005</p>	<p>Headteacher</p> <p>"</p>	<p>Parents/carers feel confident in the information they have about the school.</p>
	<p>3. Produce accessible leaflet and increase support for parents of disabled children</p>	<p>a) Work with parents of disabled children to produce an accessible SEN leaflet for the school.</p> <p>b) Set up a parents' group for training and support</p> <p>c) Routinely distribute information from Supportive Parents</p> <p>d) Establish a parent's information board on SEN / disability issues</p>	<p>By Sept 2005</p> <p>By June 2005</p> <p>On-going</p> <p>By June 2005</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO</p> <p>SENCO</p>	<p>Increased confidence of parents of disabled children and those with SEN to support their children's education.</p>

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	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success criteria</b>
<b>Long Term</b>	<b>1.Children become more aware of their own learning styles and access needs</b>	<b>a) Include access to information in Circle Time b) Encourage pupils to express their access needs and explore learning styles</b>	<b>On-going  On-going</b>	<b>All teachers  "</b>	<b>Children able to articulate their access needs and understand their own learning styles.</b>
	<b>2. Review all signs in school to include Makaton Symbols</b>	<b>a) Gradually replace written signs including symbols b) Put symbols onto displays to enhance text</b>	<b>By 2008</b>	<b>Health &amp; Safety Officer</b>	<b>Every one can understand signage and find way around school.</b>
	<b>3. Develop visual Register in all classes</b>	<b>a) Staff meeting to share good practice b) Agree whole school approach</b>	<b>By Jan 2006  "</b>	<b>ICT Department</b>	<b>All children clear about register and secure about what is happening. Facility</b>
	<b>4. Letters to parents/carers to be in parents' first language.  Extra lessons for EASL Students.</b>	<b>a)Involve EASL Staff  b) EASL/ Literacy Project</b>	<b>June 2006  Completed November 2005</b>	<b>SENCO  SENCO</b>	<b>Parents to be able to access information about pupils.  Pupils able to access the curriculum.</b>