



Accessibility Plan 2015

Aim	Actions	Evaluation
<p>To ensure all school stakeholders know that their disabilities will be taken into consideration during school life at Euxton C.E. Primary School.</p>	<ul style="list-style-type: none"> • Send out a questionnaire about SEN and disability for parents, pupils, and staff. Also use this questionnaire for new reception parents. In the questionnaire ask people what would make school more accessible. • Ensure everyone is aware of the definitions of disability through newsletter (for parents) and staff training. • Offer all parents newsletter option in different languages and use opportunity of Reception induction days to discuss this. • Increase governor awareness of rights under DDA for adults and remind governors of this at key times, such as during the selection / new appointment process. 	
<p>To help school staff know who needs extra support and consideration.</p>	<ul style="list-style-type: none"> • For all staff to receive 'appropriate response' plans for all children with statements for SEN, this ensuring consistency throughout school and also giving staff the confidence to engage with these children in conversation and informal support. • There to be a medical board in the staff room with photos so that all children with medical conditions are known to all the staff and that their welfare is a shared responsibility. 	
<p>For all stakeholders' disabilities to be catered for as far as reasonably possible.</p>	<ul style="list-style-type: none"> • To act on the feedback from the above 	
<p>Consider how the physical environment of school helps and does not hinder people with disabilities when planning for and carrying out building works or changes to the parking or playground.</p>	<ul style="list-style-type: none"> • Have this as a specific question to be asked when planning for such a project. • During building projects consider the possible impact on children. For example Social Stories may be needed in advance of building works to help autistic children cope with changes to routines. A child with visual impairment may need to learn a new school evacuation route from their classroom or hall. 	

Accessibility Plan to be reviewed every two years.