

SMITHDON HIGH SCHOOL ACCESS PLAN 2014/15

1. Improving Access to the Physical Environment

Target	Action	Timescale	Responsibility	Outcomes
School is aware of the access needs of disabled children and staff.	Ensure that policies and procedures reflect the needs of disabled children and staff.	Ongoing	HTa	The school is able to respond to emerging needs of disabled students and staff.
Ensure that all disabled pupils can be safely evacuated.	Ensure that all staff are aware of access points for disabled pupils.	Ongoing	HTa	All disabled children and staff and staff working with them are safe and confident in the event of a fire or other cause of evacuation.
Ensure access to all buildings and curriculum areas required by disabled pupils.	Check of premises using the individual timetable of relevant pupils.	September annually	HTa	Disabled pupils have access to relevant curriculum areas.
Assist any hearing impaired students in the event of an emergency evacuation.	HTa to assess any student who would not be able to hear the alarm.	On admission	HTa	All hearing impaired students are aware of the alarm being activated.

2. Improving Access to Information

Target	Action	Timescale	Responsibility	Outcomes
School website to be accessible and comply with current statutory requirements.	Ensure the website contains information for disabled children and parents and those with SEN.	March 2015	LTa	Parents and carers feel confident in the information they have regarding the school.
It would be desirable to improve <u>internal</u> signage for visually impaired people.	Clear signs in reception with symbols.	September 2015	MSt	Investigate in-house production of signs.

3. Improving Access to the Curriculum

Target	Action	Timescale	Responsibility	Outcomes
Ensure all LSA's have access to specific training.	SENCO to individualise training needs of new appointees.	From start of employment	HTa	Raised confidence and knowledge of LSA's.
Ensure smooth transition process from Key Stage 2 to 3.	Range of taster days and information evenings. Visits to schools by SDi/HTa/HoY.	During academic year prior to admission	SDi	To help smooth the transition from Primary to Secondary school with particular reference to vulnerable students.
Ensure specified curriculum areas include a module with reference to disability issues.	Develop life skills/Citizenship/ tutor programme curriculum to address disability equality issues.	Ongoing	SDi	Schemes of Work update and tutor input to students.