



Accessibility Action Plan

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Aim 1: To improve access to the physical environment of the school.

Outcomes	Provision	Responsibilities	Timescale	Success Criteria
1.1 To improve the physical environment of the school	The school will take account of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, colour schemes and more accessible facilities and fittings.	Headteacher SMT Site manager	Ongoing	Needs of pupils, staff and visitors with physical difficulties and sensory impairments will be met where possible.
1.2 To be aware of the access needs of disabled pupils, staff governors, parents/ carers and visitors	<p>Create access plans for individual disabled pupils as part of the support plan process when required.</p> <p>Be aware of staff, governors and parents' access needs and meet as appropriate.</p> <p>Through questions and discussions find out the access needs of parents/carers.</p> <p>Consider access needs during recruitment process.</p>	<p>SENCO</p> <p>Headteacher</p> <p>Headteacher EYFS staff</p> <p>Headteacher Governors</p>	<p>As required</p> <p>Induction and ongoing</p>	<p>Support plans in place for disabled pupils and all staff aware of pupils needs.</p> <p>All staff, governors and parents feel their needs are met.</p> <p>Parents have full access to all school activities.</p> <p>Access issues do not influence recruitment and retention.</p>



Outcomes	Provision	Responsibilities	Timescale	Success Criteria
1.3 To ensure that the medical needs of all pupils are met fully within the capability of the school.	Parental discussions will take place and liaison with external agencies regarding the pupil's medical needs and how the school can support this.	Headteacher School Nurse Occupational health Other external agencies	Ongoing	Pupil's medical needs will be met where possible.
	Care plans will be created which identify medical needs, symptoms, medication if required and contact details of parents.	SENCO School Nurse	As required	Care plans available on Medical Board in staff room. Individual care plans kept with medical bags in class.
	Training needs will be identified and individual protocols will be developed where needed	Headteacher SENCO School Nurse	Ongoing	Training delivered appropriate to medical needs of pupils.
1.4 To improve signage and access for visually impaired people.	Ensure that entrances and exits within the building are clearly marked. Ensure step edges are highlighted.	Site manager	Ongoing	Entrances and exits are clearly marked.
1.5 To ensure all fire escape routes are suitable for all pupils, staff and visitors	Where applicable put in place Personal Emergency Evacuation Plans for all pupils who may have difficulties.	SENCO	As required	All pupils and staff are safe in the event of a fire.
	All staff to understand their responsibilities in the event of a fire in respect of the school Health and safety policy.	All staff	Annually	
	Ground floor of school has wheelchair access. Visual check of Egress routes	Site manager	Weekly	



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Outcomes	Provision	Responsibilities	Timescale	Success Criteria
1.6 To ensure disabled parents have the opportunity to be involved in school events.	<p>Organise procedures and utilise the disabled parking space for disabled parents to drop off and collect children if required.</p> <p>Offer a telephone call to explain letters sent home for some parents who need this.</p> <p>Adopt a more proactive approach to identifying the access requirements of disabled parents</p>	Whole school team	Ongoing	Disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.

Aim 2: To increase the extent to which disabled pupils can participate in the school curriculum.

Outcomes	Provision	Responsibilities	Timescale	Success Criteria
2.1 To review all statutory policies to ensure that they reflect inclusive practice and procedure.	Ensure policies comply with the equality act 2010 when they are due for renewal.	Governors Headteacher SMT Co-ordinators		All policies will reflect inclusive practice and procedure
2.2 To liaise with parents/ previous Nursery/ school/ providers with regard to new intakes so that pupils who need additional or provision different to the norm can be provided for	An audit of pupils needs will be undertaken prior to them attending school through discussion with parents/ previous providers in order that appropriate provision can be made.	Headteacher EYFS teachers SENCO	Ongoing	Transition for the pupil will be supported through appropriate procedures and resources.



Aim 2: To increase the extent to which disabled pupils can participate in the school curriculum.

Outcomes	Provision	Responsibilities	Timescale	Success Criteria
2.3 To ensure all staff are aware of disabled pupils curriculum access.	Set up a system of individual access plans for disabled pupils when required. Information sharing with all agencies involved with the child.	SENCO	As required	All staff are aware of the needs of disabled children
2.4 To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. children with severe asthma, epilepsy or mobility issues.	Central point of contact established for pupils with medical needs in school.	SENCO Outside agencies		Clear collaborative working approach established.
2.5 To ensure full access to the curriculum for all children.	Liaison with specialist advisory services/ teachers CPD for staff. A differentiated curriculum to meet the needs to the pupil The use of A2E Toolkits, the engagement model to assist in developing learning opportunities for pupils and also in accessing progress in different subjects. Use of multimedia to support areas of the curriculum Use of interactive ICT equipment Specialist equipment sourced when required.	SENCo Outreach services Special schools support Educational Psychologist	Ongoing	Advice taken and strategies evident in classroom practice. Children with disabilities supported and accessing the curriculum.



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2.6 Increase staff confidence in differentiating the curriculum to meet the needs of children with disabilities.	Assign CPD for different disabilities where appropriate: Quality First teaching, ASD, Dyslexia, Speech and Language etc. Use of equipment for hearing/ visually impaired children.	SENCO Subject leads	Ongoing, linked to development of new curriculum subject areas.	Raised staff confidence in strategies for differentiating the curriculum to support children with disabilities
2.7 Educational visits to be accessible to all.	When planning education visits staff are to ensure that each venue is suitable and accessible to all pupils.	EVC All staff	Ongoing	All pupils in school are able to access all educational all educational visits and take part in a range of activities
2.8 To review attainment of all SEN pupils.	Termly progress meetings held. Termly Individual Education Plans (IEPs) written and reviewed. Regular liaison with parents.	SENCO Class teachers	Termly	Progress made towards IEP targets. Tracking of pupils shows clear steps and progress made.



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Outcomes	Provision	Responsibilities	Timescale	Success Criteria
<p>2.9 To promote the involvement of disabled students in classroom discussions/ activities To take account of a variety of learning styles when teaching.</p>	<p>Within the curriculum the school aims to provide full access to all by providing (where appropriate): Wheelchair access, magnifiers for Visually impaired children, radio microphones for children with hearing impairment, alternative activities to enable disabled pupils to participate successfully in lessons, positive images of disability within school so that pupils grow into adults who have some understanding of the needs of disabled people, ICT and other resources to support learning.</p>	<p>Whole school approach</p>	<p>Ongoing</p>	<p>A variety of learning styles and multi-sensory activities evident in planning and in classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>



Aim 3: To improve the delivery of written information to disabled pupils and parents.

Outcomes	Provision	Responsibilities	Timescale	Success Criteria
3.1 To ensure information to parents/ carers is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms. Ensure website and all document accessible via the school website can be accessed by the visually impaired.	All Staff School office ICT manager	During induction Ongoing January 2022	All parents receive information in a form that they can access.
3.2 Improve the delivery of information in writing so that it is in an appropriate format for staff, pupils and parents with visual disabilities.	Provide suitably enlarged, clear print for staff, pupils and parents with a visual impairment.	All staff	As required	Written communication is accessed more readily.
3.3 To develop child/ parent/ carer- friendly IEP targets and reviews.	Child/ parent/ carer- friendly IEP targets and reviews to be used.	SENCO Class teachers	Ongoing	Pupils and their families are able to understand the targets.
3.4 To provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language acquisition.	Access to translators, sign language interpreters to be considered and offered if possible. (Use of google translate, website available in a variety of languages)	Headteacher Web Designer	As required	Pupils and parents feel supported and included.

This policy was created in December 2021 and will be reviewed in December 2024.