



## Accessibility Plan: Action Plan September 2024

Physical access					
Target	Strategies	Timescale	Responsibility	Success Criteria	Evaluation
To be aware of the access needs of disabled pupils, staff, governors, parents and visitors	New pupil information taken from EHC and Parent/carer interview	Before entry of every new child	SENCO and Assistant Head	Pupil Passport created and risk assessment completed if necessary.	
	Carefully identify access plans/arrangements on Pupil Passports for individual pupils when required.	As required	Class Teacher and SENCO	Plans in place as and when needed	
	Identify access needs of parents through parent interview and liaison with child and family worker	Annually at the beginning of the school year and then throughout	SENCO Child and family worker	School is aware of access needs of parents and parents are able to access the	

		the year as required		building effectively and safely.	
	Identify the needs of the staff during recruitment, induction procedures, annual appraisal meetings and back to work interviews.	Annually and then as required.	DW	All needs of staff are highlighted and necessary adjustments are made.	
Ensure pupils, staff and visitors with physical difficulties are able to access the building effectively and safely with and without support.	Entrances are clearly identified and are accessible.	Checked regularly	Caretaker SENCO	All pupils, staff and visitors are able to locate relevant entrances and are able to enter and exit the building safely.	
	Ensure corridors are clearly accessible throughout school.	Corridors are checked daily.	All staff.	All pupils, staff and visitors are able to move around the school safely.	
	Ensure that disabled pupils and visitors in wheelchairs are able to access classrooms safely and effectively.	Adapt layout of classrooms where needed to ensure access for pupils with physical difficulties and those in wheelchairs.	Class teachers.	Disabled pupils and pupils with physical needs are able to access the classroom effectively and safely.	
	Ensure that Pupil Passports are in	Ammendements made three times a	Class Teacher and SENCO	Identified pupils with physical difficulties	

	place for identified pupils with physical difficulties and that staff are aware of the contents of the plan.	year in line with the assess, plan, do and review cycle.		have a Pupil Passport in place. Staff working with them also have a plan to ensure that they can evacuate the building safely in the event of an emergency.	
Ensure that the equipment within school for pupils with physical difficulties meets their individual needs and that identified staff are fully trained to use them.	Ensure that staff are aware of Occupational Health's recommendations, plans and equipment for children with physical disabilities	As required	Class Teacher and SENCO	Identified pupils to have allocated time to follow Physio and O.T programmes with appropriate equipment.	
	Ensure equipment and resources for individuals is appropriately used	As required	Class Teacher and SENCO	Identified staff to liaise with physiotherapist and occupational therapist.	
Ensure that pupils with Hearing Impairment and Visual Impairment have access to the aids	Ensure Hearing Loop is working and serviced.	As required	Office Staff	Engie check the hearing loop system	

they require or that reasonable adjustments have been made to meet their individual needs.	Ensure that pupils with VI have access to the correct sized font as advised by the orthoptist or specialist VI teacher.	As required	Class Teachers and SENCO	Reasonable adjustments are made to meet the needs of individual pupils. These are outlined on the individual's Pupil Passport.	
Access to the curriculum					
Target	Strategies	Timescale	Responsibility	Success Criteria	Evaluation
Ensure that all children have the correct height of furniture and are seated effectively within the classroom to access teaching and learning.	Ensure all tables, work areas and chairs are a suitable height for all children especially when it is a new classroom.	Annually As required	SENCO, class teachers and outside agencies such as OT and Physio.	All pupils will have access to the correct height of furniture.	
	Ensure that children who have been provided with equipment such as classroom chairs from OT have these assessed regularly in order to check that they are functioning properly and are effective in enabling	Annually/as required	SENCO, class teachers and outside agencies such as OT and Physio.	Pupils with specific furniture will be able to access the curriculum effectively.	

	the pupil to access the curriculum.				
To ensure that staff are aware of the specific needs of pupils within our school and that training is provided as required.	Epilepsy, EpiPen and Diabetes Training	Annually	SENCO	To ensure that staff are aware of the specific needs of pupils within our school and that training is provided as required.	
	Increasing staff confidence in teaching pupils with dyslexia and dyscalculia.	As required depending on turnover of staff	Staff have a developing understanding of how to meet the needs of pupils with dyslexia and dyscalculia within their classes.	To ensure that staff are aware of the specific needs of pupils within our school and that they feel confidently equipped with strategies to meet these needs.	
	Update medical information in pupils' files. Ensure that first aid certificates are updated when necessary and that staff are trained to meet the needs of more complex medical needs such as diabetes.	Annually and then ongoing. First Aid training is undertaken when required.	SENCO Admin staff SLT	Staff are aware of children who have medical needs within school and are trained to manage these effectively.	
<b>Access to information</b>					

Target	Strategies	Timescale	Responsibility	Success Criteria	Evaluation
To ensure that information for parents/carers/visitors/potential parents are accessible.	Check that the information regarding SEND such as the SEND information report, local offer, policy, accessibility plan is available on the school website and is easily accessible. Ensure that paper copies are readily available should they be requested by parents/visitors who do not have access to the internet.	Ongoing	SENCO	Parents/carers/visitors/potential parents are able to access information about the school easily and in a relevant form for them.	
Ensure that the languages of our school community are reflected around school and that parents who do not have English as their first language are still able to access information from school.	Ensure that there are multilingual signs in classrooms relevant for pupils	Ongoing	EAL coordinator	Our school global community is reflected throughout.	
	Ensure a translator is made available to parents/carer when required for meetings etc Translate parent letters and information for	Ongoing	Child and Family Worker	Parents who may struggle to communicate in English are able to access information in their own language wherever possible.	

	home into native language so parents can access information.				
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