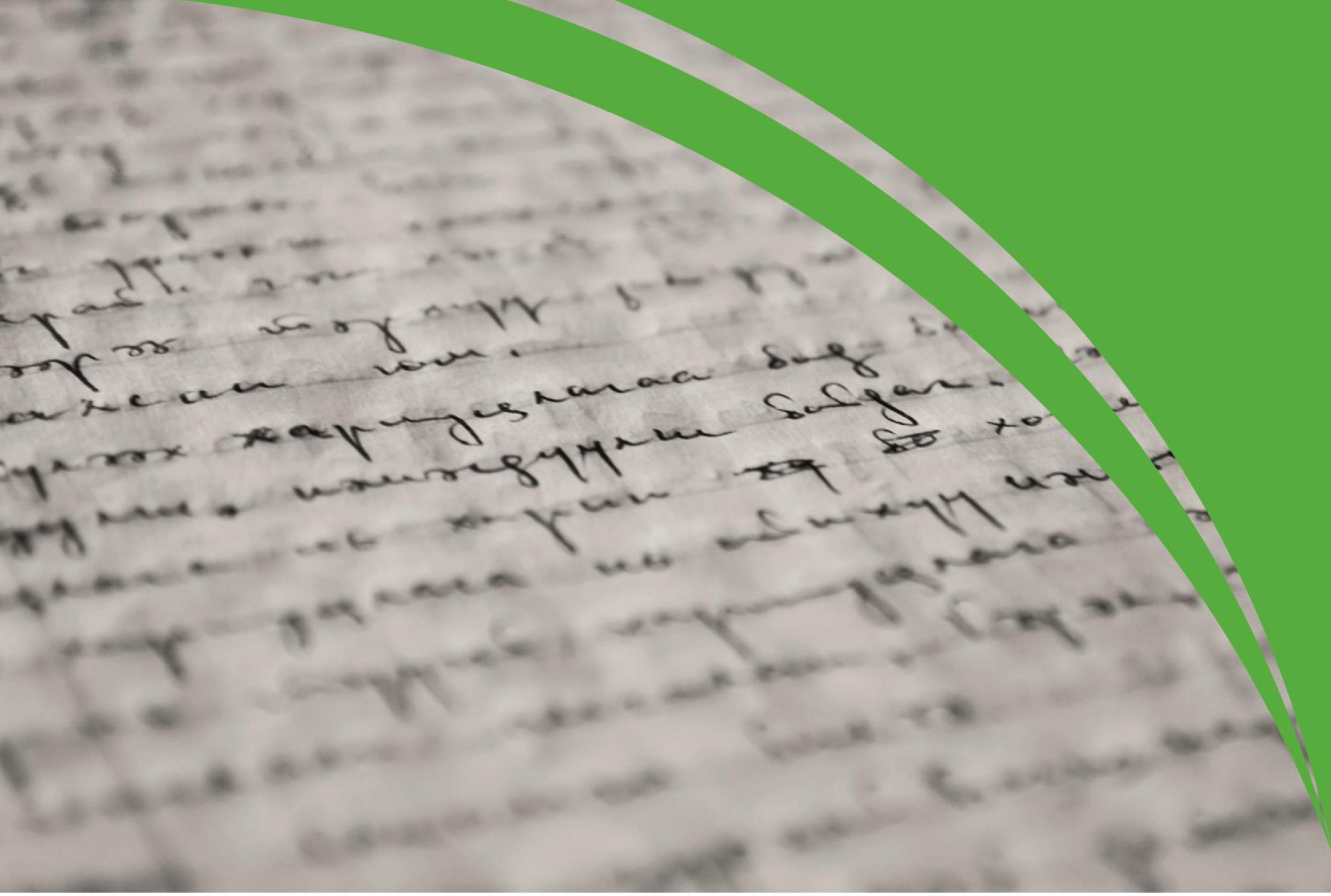
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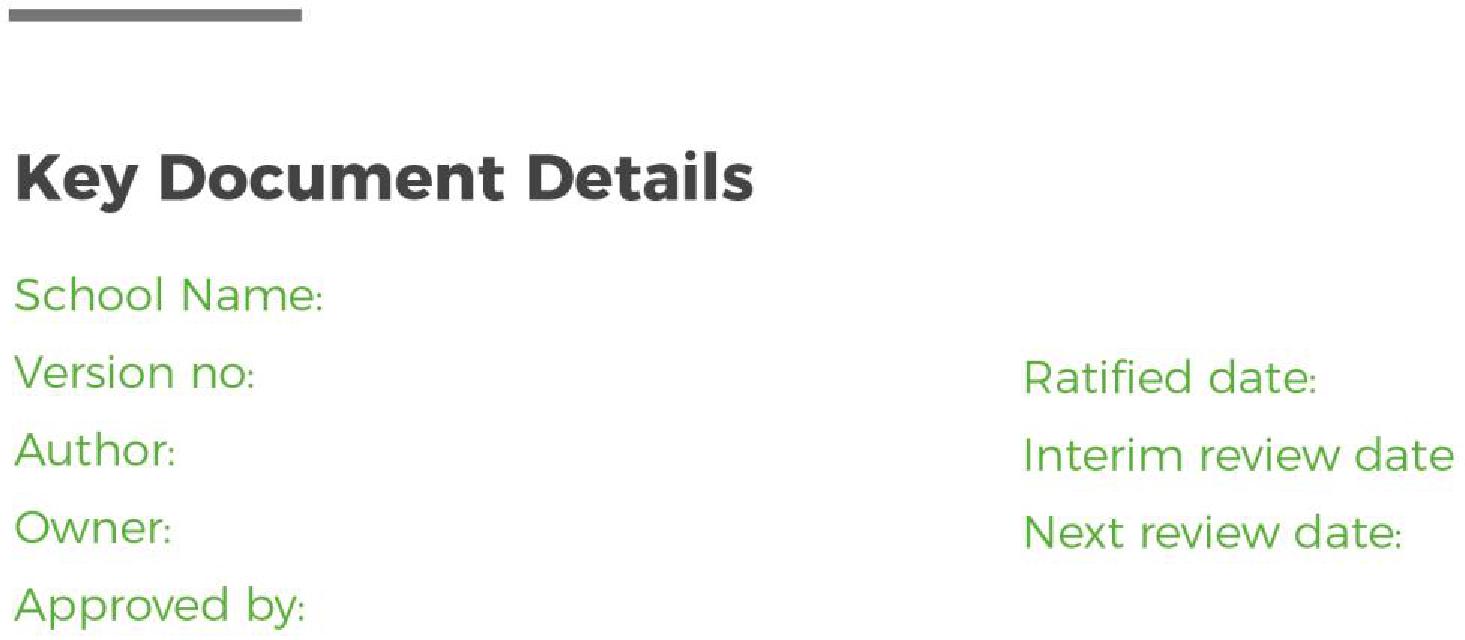
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Bryony Bardwell/Sarah Cuming

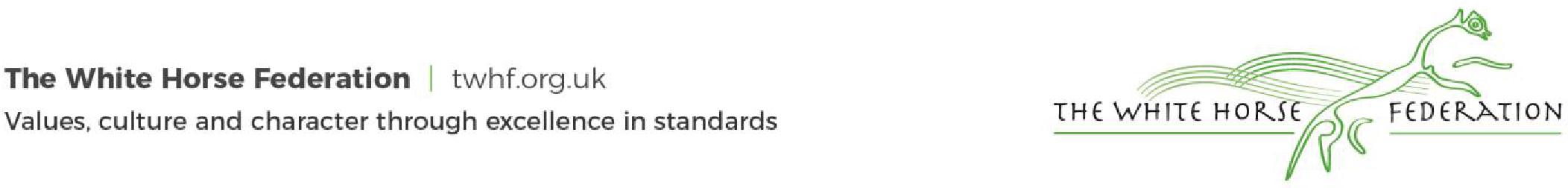
Bryony Bardwell



**Accessibility Plan**



Drove Primary School



**ACCESSIBILITY PLAN- 2024-2026**



*We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Principal, SENCO and Estates manager are accountable for ensuring the implementation, review and reporting on progress of the Accessibility plan over a prescribed period.*

1. The Drove Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA), and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan short, medium and long term plan ahead of the next review date. This plan was updated in November 2015 to reflect new statutory requirements for the setting of Equality Objectives.
2. The Accessibility Plan is structured to complement and support the School’s Equality Objectives, and will similarly be published on the school website. We understand that the LA may monitor the school’s activity under the Equality Act 2010 and will advise upon the compliance with that duty.
3. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
4. The Drove Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

* Improve access to the **physical environment** of the School, adding specialist facilities as necessary. This covers making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
* Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.
* Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.

1. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
2. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
3. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

* Curriculum
* Equal Opportunities Policy and objectives
* Staff Development
* Health & Safety (including off-site safety)
* Disability Equality Scheme
* Inclusion
* Special Educational Needs
* Behaviour
* School Improvement Plan
* School Brochure and Mission Statement
* Teaching and Learning Policy

1. The Accessibility Plan will be published on the School/WHF website.
2. The Accessibility Plan will be monitored through the Governing Body Curriculum Committee.
3. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010

Issue No: 1 Date: February 2025 Approved: B.Bardwell Review Date: February 2026

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**Accessibility Plan 2024-2026**

**Improving the physical access**

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| **Planning area**  **Access to physical environment** | **Targets** | **Strategies** | **Timescales** | **Lead** | **Success Criteria** |
| Short term  Medium term  Long term | All staff make classrooms accessible  All staff make classrooms accessible  Make entry to all areas more accessible for wheel chair users and others, think beyond the ramp. | Develop system to allow entry for wheel chair users  Ensure all classrooms are organised in accordance with pupil need. On-going training in disability awareness  Improve access to all areas during any re-design | As necessary or by  As necessary  Estates  teams/Principal | Estates teams/Principal  Principal  Estates team/principal | Reasonable adjustments are reviewed and maintained and consistently updated to improve access and safety  Disabled pupils and visitors are able to access all areas of the school |
| Short term  Medium term | Improve signage and external access for visually impaired | Replace external light bulbs immediately when blown  Review and paint yellow stripes on edges of all external steps | As necessary  As necessary | Estates teams  Estates team | Safety for the visually impaired is improved within the school environment  Access around the school site is improved |
| Short term | Ensure that all disabled pupils can be safely evacuated | Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils, where and when necessary | As and when necessary | Principal/staff | All disabled children and staff working with them are safe and confident in the event of a fire |
| Short term | Ensure all fire escape routes are suitable for all and free from obstruction at all times | Review means of escape for disabled pupils/visitors during review of fire risk assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times | As necessary | Estates  teams/Principal/staff | All common facilities are located on the ground level with ramp access, all fire escapes kept clear and pupils have safe exit at all times. |

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**Accessibility Plan 2024-2026**

**Improving the physical access**

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| **Planning area**  **Access to physical environment** | **Targets** | **Strategies** | **Timescales** | **Lead** | **Success Criteria** |
| Medium term | Ensure that access to school buildings and site can meet diverse pupils needs | Accessibility & clarity of signs around school  Awareness of independent access  Clear identification of room functions. | On-going | Estates  teams/Principal/Staff  Principal/staff  Principal/staff | Access to school buildings and site improved |
| Medium term | Any redecorating or alterations within the school is sympathetic to the visually impaired | Advice taken re-lighting and colour schemes before any further decorating takes place. | As necessary | Estates team | The school decorates in a way that is sympathetic to the Visually impaired. |
| Long term | Provision/upgrades of disabled toilets | Disabled toilets accessible for adults and pupils, keep under review and continue to audit disabled toilets as necessary | As necessary or by | Estates teams/Principal | Pupils and adults have access to a disabled toilet with adequate fixtures/fittings |
| Long term | Any future plans for further development of the building take DDA issues in to account. | Work with surveyors when planning modernisations. | As necessary | Estates team | Where it can be reasonably achieved, the school building continues to be accessible for all. |

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| **Planning area** | **Targets** | **Strategies** | **Timescales** | **Lead** | **Success Criteria** |
| **Access to the curriculum**  Short/medium & long term Long term | Ensure all Staff and governors have access to specific training on disability/equality issues | Use staff audit to identify training needs and inform professional Development process |  | Principal/SENCO | Raised confidence of staff/governors in strategies for differentiation and increased pupil participation from a disability equality perspective |
| Long term | Ensure all staff are aware of disabled pupils curriculum access | Set up system for information to  be shared with appropriate staff  (including lunchtime supervisors)  Hold information relating to individual pupils needs in classrooms and SENCo’s office. (Locked away) | As and when necessary  As and when necessary | Principal/SENCO | All staff aware of individual pupil’s access needs.  Key staff are aware of individual care plans for pupils with specific allergies, medical needs |
| Long term | Ensure all staff are aware of, and able to use, SEN software and resources | Audit all SEN ICT and other resources and make list available to all staff  Run individual training sessions on use of SEN resources |  | Principal/SENCO/IT team | Wider use of SEN resources in mainstream classes |
| Long term | Ensure access to computer technology appropriate for pupils with disabilities | ICT plan includes prioritised list for computer technology as required for pupils with disabilities | As required unless needs of pupils in school require immediate action | Principal/SENCO/IT team | Access to appropriate computer technology will be improved for all disabled pupils |
| Short term  Long term  Long term | Reflect identified areas of need in lesson planning and delivery  On-going programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties. (e.g. Signalong / Working Memory)  Purchase of resources to increase student participation | Incorporate Quality First  teaching into all planning  (1-1) (2-1) support for PE / Swimming / Curriculum trips for students where necessary | On-going | Principal/SENCO | Improved access to  curriculum for all pupils |
| Long term | Ensure all policies consider the  implications of Disability access | Consider all policies in view of priorities | On-going | Principal/Governors/Estates | Access to all aspects of school life for all students |
| Long term | Ensure all staff are aware and receive training on new SEND COP | Use staff meetings to train and develop staff knowledge / Talent MS | On- going | SENCO | Teachers feel  competent/confident in the new SEN COP and what it means for them |

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**Accessibility Plan 2024-2026**

**Improving access to the curriculum**

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**Accessibility Plan 2024-2026**

**Improving access to the curriculum**

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| **Planning area** | **Targets** | **Strategies** | **Timescales** | **Lead** | **Success Criteria** |
| **Access to the curriculum**  Short/medium and long term Long term | Eliminate all discrimination and harassment of disabled pupils | Strict reporting and recording procedures to ensure that pupils/stakeholders with disability are not being bullied or harassed. Record using CPOMS  New staff to be aware of plan through induction (Safeguarding training) | Monitoring of CPOMS through supervision.  Annual Safeguarding training. | Principal/SENCO | Incidents of discrimination and harassment are zero |
| Long term | Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities | Ensure different  communication formats are available in school and are accessible.  Ensure that communication from school is accessible to all parents and carers. This should include website/noticeboards/phone calls/information sessions / Radio Aids/ Signalong/ BSL. | On-going | School  Office/Teachers/SMT/website management | The school is enabling pupils to learn and communicate through varied formats that are matching individual needs.  The school monitors all communication formats to ensure all stakeholders are able to receive information. These include the use of Radio Aids/ Signalong/ BSL. |
| Long term | PE curriculum is accessible to all | Gather information on accessible PE and disabled sports  To use SPARKS and SPARKey’s to support the gross motor skills of SEND/all pupils  See disabled sports people to come into school. Promoting disabilities through Paralympian’s. | On going | PE coordinator/SENCO | All to have access to PE and  able to excel  Training of SPARKS by OT |

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**Accessibility Plan 2024-2026**

**Improving access to the curriculum**

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| **Planning area** | **Targets** | **Strategies** | **Timescales** | **Lead** | **Success Criteria** |
| **Access to the curriculum**  Short/medium and long term Long term | To incorporate key skills into curriculum as intervention and booster as well as new provision maps | Provide training for all staff on use of key skills and assessment as well as new provision for children with SEND  Advice from SBC consultants regarding SEND support. Advice from outside agencies. | On-going | SENCO  Principal | Specialised resources are used to meet the needs of children with a disability and special educational needs. |
| Long term | Heighten awareness of mainstream staff in relation to strategies and procedures employed by speech therapists for SEN children. | Provide training in relation to SEN children, for all staff.  SALT to meet with all class teachers to discuss the needs of the children. | As required | SENCO  Principal | Increased confidence of staff in supporting pupils with SLCD needs within mainstream |
| Long term | Ensure all policies consider the implication of Disability access | Consider all policies in view of priorities | On-going | Governors  Teachers  TA  ALL support staff | Access to all aspects of school life for all pupils |
| Short term | Monitor how well pupils with disabilities are achieving academically and socially | Identify which pupils with disabilities are SEN and those who are not. Include provision maps, targets of key skills , as appropriate. Use of termly progress meetings to assess next steps in learning  All new staff to be aware of plan through induction | On-going | SENCO | Systems in place monitoring academic and social progression and differentiation.  Parents/carers are involved in process. |

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| **Planning area** | **Targets** | **Strategies** | **Timescales** | **Lead** | **Success Criteria** |
| **Access to the curriculum**  Short/medium & long term Short term | Ensure all children on SEN register have an individual pupil profile (IPP) detailing provision for all children on the SEN register | Provision map is up to date and forms a key part of the planning and assessing process for all staff | Review every term | SENCO | Pupils with SEN are included in their learning of the curriculum. IPPs in place and highlighted to support the needs of individual children. |
| Medium term | Promote positive attitudes towards pupils and all others with disabilities | Celebrate and highlight key national/local events such as Paralympics, deaf awareness / game plan performance and learning Disability week. Promote outside visits from disability groups. | On-going | All staff | Pupils are demonstrating that they understand and have a positive attitude towards disability |
| Long term | Recruitment policy | Ensure recruitment policy considers all appropriate qualified people who have a disability and does not discriminate intentionally or unintentionally | On-going | HR | People who have disabilities are welcome to apply for jobs and are able to state that they have been treated equally, regardless of outcome |
| Long term | All staff able to deal with emergencies | All staff able to deal with emergencies impacting on pupils with disabilities. Nominated staff to be trained in use of specific medical equipment | On-going | All staff | All staff are showing confidence and competency in dealing with emergencies and unforeseen developments |
| Long term | Ensure that children who are Young Carers get the support needed to access school and the curriculum. | Make sure staff are aware of registered Young Carers and through training and the use of the school policy, provide the support as necessary. Provide children with a support group in school and link teacher to discuss their worries. | On-going | Family Support Worker (YC Lead) | Young Carers able to access school and the curriculum. Provisions in place to support these children are successful and well used. |

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**Accessibility Plan 2024-2026**

**Improving access to the curriculum**

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| **Planning area** | **Targets** | **Strategies** | **Timescales** | **Lead** | **Success Criteria** |
| **Delivery of written information**  Short/medium & long term Long term | Review information to parents/carers to ensure it is accessible | Provide information and letters in clear print in various languages to support the needs of our parents and children  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 visually impaired  Use text service to remind/prompt parents of events | On-going  Current  On going | School Office/bi-lingual assistants  School Office /bi-lingual assistants  School Office/website design team | All parents receive  information in a form that they can access  All parents understand what are the headlines of the school information |
| Short term | Improve the delivery of information in writing in an appropriate format | Provide suitable enlarged, clear print for pupils with visual impairment  Use text service  Minimum font size of 14 | As required | Office/staff | All parents are provided with excellent communication |
| Short term | Ensure all staff are aware of guidance on accessible formats | Guidance to staff on dyslexia and accessible information Ensure black print on white background is minimal, including when looking at a screen. Text projected on to boards should be on pastel colours background using non-black colour font. | On-going | SENCO/ Dyslexia Support Assistant | Staff produce their own information |
| Short term | Annual review information to be as accessible as possible | Use key skills books to show progress  Complete annual reviews Complete teacher/parent meetings | On-going | SENCO/teachers | Staff more aware of pupils preferred method of communication |
| Long term | Languages other than English to be visible in school | Some welcome signs / Key areas labelled to be multi- lingual | On Going | EAL co-ordinator | Confidence of parents/Carers to access the child’s education |
| Long term | Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing of language problems | Access to translators, signs language interpreters to be considered and offered if possible. | As required | SENCO | Pupils and/or parents feel supported and included |

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**Accessibility Plan 2024-2026**

**Improving delivery of written information**

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| **Planning area** | **Targets** | **Strategies** | **Timescales** | **Lead** | **Success Criteria** |
| **Delivery of written** | Provide information in simple | Ensure website is fully | As required | Web site designer, School | All can access information |
| **information**  Short/medium & long term Long term | language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information | compliant with requirement for access by persons with visual impairment.  Ensure Prospectus is  available via the school  website. |  | Office | about the school |

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**Accessibility Plan 2024-2026**

**Improving delivery of written information**

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