

## Samlesbury CE Primary School - ACCESSIBILITY ACTION PLAN – 2025 to 2028

*Let your light shine!*

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| Target  | Responsibility                | Strategy  | Timeframe Achievement   |
|---|-------------------------------|---|---|
| <p>To continue to adapt and develop access to the curriculum to meet the needs of individual learners.</p> <p>All staff are aware of curriculum access for children with a disability.</p> <p>To review our teaching strategies to ensure adaptative teaching is in place so that the needs of all learners are met</p> | <p>LQ/LS</p> <p>All staff</p> | <ul style="list-style-type: none"> <li>Pastoral support e.g. Support staff, SALT, OT, research led interventions, CANW referrals, CFW support, specialist teachers, timetable adaptations, individual physiotherapy/OT programmes, speech and language therapy programmes</li> <li>Training – Provide appropriate and relevant ongoing training for all staff on matters of inclusion.</li> <li>Ensure arrangements for national tests and assessments and fully utilised where required.</li> <li>Review individual classrooms to ensure they are inclusive and meet the needs of the pupils in them? (e.g./ use of typeface/lettering/backgrounds/ display).</li> </ul> | <p><b>Ongoing</b></p> <p>All staff are aware of individual's needs. Classrooms are adapted to meet the needs of those children with disabilities or other needs so all children are included as needs change or develop.</p> <p>All pupils are able to access all school trips and take part in a range of activities. Classrooms are inclusion friendly.</p> <p>Needs of all learners met and enabling positive outcomes with data showing that children make expected progress.</p> |
| <p>To review attainment of all SEN pupils.</p>  | <p>LQ/LS</p> <p>All staff</p> | <ul style="list-style-type: none"> <li>SEND register updated regularly in line with pupil APDR cycles and in conjunction with pupil/parent meetings.</li> <li>School has an open-door policy to meet with parents and pupils. Parents can contact our SENDco directly and request meetings – See SEND development plan</li> </ul>   | <p><b>Ongoing</b></p> <p>Good progress evident by termly assessment points and data by all SEND pupils. Pupils achieve their potential, are happy and well centred in a welcoming environment.</p> <p>The SEND register accurately reflects pupil needs across school. Parents are invited to termly reviews to discuss their child's progress and support. Learning plans are updated termly by class teachers as part of the APDR cycle.</p>  |
| <p>Improve and maintain access to the physical environment.</p>   | <p>LQ/LS</p> <p>All staff</p> | <ul style="list-style-type: none"> <li>Review school on a regular basis including the H&amp;S governor once a term – include as part of workplace inspections/walk-throughs. Include suitable signage, disabled access and parking.</li> </ul>  | <p><b>By the end of 2025</b></p> <p>New pupil toilets in KS2 which are inclusive and welcoming.</p>   |

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|   |                          | <ul style="list-style-type: none"> <li>The environment is adapted to the needs of pupils as required including refurbishment of the pupil toilets in KS2 to widen access areas for children with wheelchairs or other physical needs.</li> <li>Use dyslexia friendly fonts currently on displays and work produced in school.</li> </ul>   |   |
| Maintain safe access around the exterior of the school.   | LS                       | <ul style="list-style-type: none"> <li>Ensure that pathway. between the hedge and the field fence are kept fully clear of vegetation so that pupils can freely access them.</li> <li>Replace the raised vegetable beds so that they are at the correct height so that they are wheelchair accessible.</li> </ul>   | <p><b>Reviewed and cleared by the end of October each year</b></p> <p>People with disabilities can move unhindered along this pathway.</p>  |
| Disabled parking in the church car park   | LS                       | <ul style="list-style-type: none"> <li>Erect a sign in front of the bay at a height of approximately 1 metre where the disabled parking bay is. Will need to liaise with church as the car park belongs to them.</li> </ul>  | <p><b>December 2026 at the latest</b></p> <p>Visitors and parents of school who need disabled parking space can access it. Review the situation in case more spaces need to be identified and marked out.</p> |
| All out of school activities are planned to ensure, where reasonable, the participation of the whole range of | LS / LQ<br><br>All staff | <ul style="list-style-type: none"> <li>Staff use Evolve to ensure the needs of children are identified and adjustments are made to meet their needs.</li> <li>Clear Plan B procedure for all educational visits if there is one.</li> <li>Discussion with external provider(s) regarding adjustments.</li> <li>Appropriate risk assessments to ensure safety and suitability.</li> </ul> | <p><b>Ongoing</b></p> <p>All out of school activities are accessible to all SEND pupils. Educational visits and PP budget allocations.</p>  |

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| Improvements to help the hearing impaired.   | LS / LQ                            | <ul style="list-style-type: none"> <li>• Install hearing loops when necessary in KS2 (already in the infant class).</li> <li>• Consult with the hearing impairment specialist teachers as required.</li> <li>• Alarm linked to fire alarms learning experiences of pupils with hearing difficulties is enhanced.</li> </ul>   | <p><b>Future</b><br/>Learning experiences of pupils with hearing difficulties is enhanced.</p>   |
| Take reasonable steps to meet needs of all parents                                   | <p>LS / LQ</p> <p>All staff</p>    | <ul style="list-style-type: none"> <li>• To provide additional information to school community about external services e.g. holiday care, clubs etc.</li> <li>• School to liaise with any parent who is known to have learning difficulties if this is required to ensure they understand school information.</li> <li>• School website to highlight areas of extended services for families; school to meet the communication needs of the school community, e.g. emailing if requested.</li> <li>• Take advice from specialists regarding access when needs arise, e.g. Braille.</li> <li>• Office staff to receive mental health first aid training so that they are fully able to support parents who may share difficulties but don't need SENDco/formal support from within school. Staff would pass on to school leaders or they can sign post parent to appropriate local support services if appropriate.</li> </ul> | <p><b>All systems in place by Autumn 2025 then ongoing monitoring and review to improve as needed</b><br/>All parents will be able to be aware of what is happening at school via the website with parent questionnaires/surveys reflecting that it is working well.</p> |
| Effective communications with nurseries and schools to provide a quality transition. | <p>LQ / LS</p> <p>EYFS teacher</p> | <ul style="list-style-type: none"> <li>• To identify pupils who may need additional to or different provision for the September and mid-year intake.</li> <li>• SENDCo to attend Local SEND clusters and build relations with other local SENDCOs.</li> </ul>   | <p><b>Ongoing</b><br/>Transition for children from nurseries or other schools is smooth with adequate and appropriate resources and provision for all pupils.</p>  |

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|  |         | <ul style="list-style-type: none"><li>• SENDCo to continue to build on the positive relationships already in place with the local SEND team and services to ensure excellent collaboration when transitioning a child with an EHCP.</li></ul> |                                       |
| Refresh all staff training on equalities so that everyone in school has a clear understanding of this. | LS / LQ |   | <b>By September 2026 then ongoing</b> |