

**Shavington Primary School Accessibility Plan 2024-2027**

This plan should be read in conjunction with the school's Accessibility Policy.

**1. Improving Access to the Physical Environment.**

Aim	Outcome	Actions	Person responsible	Time Frame	Success Criteria
To reduce trip hazards for those with visual impairment	- Paint trip hazards in contrasting colours to make them easier to see.	- caretaker to use contrasting colours and redecorate as necessary when routine maintenance of those areas occurs.	Site Maintenance Officer	Rolling program of redecoration	All trip hazards clearly indicated
To improve access to all facilities for those with visual impairment	- Improve contrast in toilet areas so that sanitary ware and hand rails stand out clearly.	- Use contrasting sanitary ware and fittings within new build.  - As sanitary ware needs replacing / toilet areas are redecorated ensure that contrasting colours are used.	Site Maintenance Officer	Rolling program of redecoration.	Toilet areas indicated have improved contrast.
To improve understanding of how to access school.	Improve signage to indicate access routes (especially into school)	- Improve signage to indicate how to access school.  - Develop a protocol for explaining verbally how to access school once buzzer is pressed.	Site Maintenance Officer  Office staff	Summer term of school year in preparation for new starters at the beginning of the academic year.	Visitors and new parents understand how to access school.
Improve access into school for those with physical disabilities.	School is accessible by all those with physical disabilities.	- Audit access for those with physical disability.  - Investigate use of automatic doors internally.	LGB (Local Governing Board) – SEND Lead  Site Maintenance Officer	Review audit annually	Visitors, children, staff and parents with physical disabilities are able to access school with ease.
Safe access around exterior of school	Improved exterior when accessing school.	- Provide handrails on stairs / steps.  - Paint steps in contrasting colours	Site Maintenance Officer	Rolling program of redecoration	All have safe access around the external area of the school building.

## 2. Increasing the extent to which disabled pupils can participate in the school curriculum.

Aim	Outcome	Actions	Person responsible	Time Frame	Success Criteria
To improve awareness of adaptation strategies to use for children with physical difficulties.	Specialist equipment in regular use.	<ul style="list-style-type: none"> <li>- Purchase sit 'n' move cushions, writing slopes, specialist pens.</li> <li>- Training for staff on physical / handwriting difficulties.</li> </ul>	A Brock D Thomas A Sweeney	Top up of resources to support	Adaptations recommended by Occupational Therapy / Physiotherapy in use.
Improve adaptations for children with autism.	Staff are fully aware of range of suitable adaptations	<ul style="list-style-type: none"> <li>- All staff attend training on autism friendly adaptations to teaching and classroom environment.</li> <li>- Staff audit own classrooms for sensory issues.</li> </ul>	A Brock D Thomas CEAT A Sweeney	Autism awareness refresher annually with CEAT.  -Termly audit of classroom environment	Range of adaptations are documented in individual's school support plans.

## 3. Improving the delivery of information to disabled persons

Aim	Outcome	Actions	Person responsible	Time Frame	Success Criteria
Improve availability of written material in alternative formats (eg Braille) when requested.	School will make itself aware of the services available for converting written information into alternative formats.	<ul style="list-style-type: none"> <li>- Ensure all letters are uploaded to website so that font size can be adjusted.</li> <li>- Investigate services available to convert written information.</li> <li>- Signage / leaflets explain availability of information.</li> </ul>	A Brock D Thomas A Sweeney	Ongoing	<ul style="list-style-type: none"> <li>- Alternative formats available with key staff aware of contact details.</li> <li>- Disabled people aware of availability of other formats.</li> </ul>
To make school information accessible to stakeholders with literacy difficulties (e.g. dyslexia)	School will adapt written material to improve readability for those with literacy difficulties.	<ul style="list-style-type: none"> <li>- Audit/Review range of literature (policies, letters, website) for readability.</li> <li>- Staff training on adaptations to written materials to improve</li> </ul>	A Brock D Thomas A Sweeney	Ongoing	<ul style="list-style-type: none"> <li>- Readability of written material is improved as evidence in repeat of audit.</li> <li>- Alternative methods of sharing information available/in use.</li> </ul>

		readability. - Alternative methods of sharing information introduced e.g. telephone dates, talking tins to share messages.			
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