

Accessibility Plan 2020 – 2024

Purpose: To improve school accessibility

1. Curriculum Access					
Targets	Strategies	Resource s/costs	Personnel	Time frame/end date	Success criteria
Extra-curricular activities to involve participation of a full range of children (irrespective of SEN)	<ul style="list-style-type: none"> • Specific sporting events for SEN pupils e.g. boccia • Participation in all clubs (keep registers) 	Sports premium for outside sports coaches	PE leader-GC SENDCo-SJT Club leader-NW PP leader-VC	As required throughout the year	<ul style="list-style-type: none"> • Club registers • Provision maps for SEN children • PP report • Parent feedback
Increase confidence of all staff in differentiating the curriculum	<ul style="list-style-type: none"> • Teacher training re. different SEND needs • Support staff training • Information sharing through staff meetings, KS meetings, support staff meetings • Welfare training 	Staff meeting time/inset 2 hours	SENDCo-SJT DHT/HT	As required throughout the year	<ul style="list-style-type: none"> • All staff are fully able to fully meet the needs of SEND children in their classes and on the playground. • All children to access the full curriculum at their specific level • Assessment of children every half term against their targets • ROPs completed

					termly
Specialist equipment is available where necessary to promote participation and independence of all pupils	<ul style="list-style-type: none"> Review layout of classroom equipment and furniture Advice sought re. positioning of hearing impaired children in the classroom Positioning of children with behaviour difficulties IT equipment available and in good working order Furniture ordered to adapt to specific special needs 	£500 for furniture	SENCO-SJT Class teachers HI advisors OT advisors SEND team/advisors	Termly assessments of classrooms Advice sought when necessary	<ul style="list-style-type: none"> Adjustments made to ensure access for all children to all areas of the curriculum Individual needs met in the classroom ROPs completed termly to show progress against targets
Review PE curriculum to ensure inclusion for all pupils	<ul style="list-style-type: none"> Timetabling of support staff to ensure 1:1 support for specific children in PE lessons Promote competitive sport for SEN/PP children CPD support for staff in lessons from specialist coaches 	Staff training time (2 hours)	PE leader/SEN DCo- SJT	Termly update to ensure staffing is in the correct place Registers kept to ensure all children are given an opportunity to be included	<ul style="list-style-type: none"> All pupils have access to 2 hours of PE each week All pupils have access to some competitive sport

2. Physical Access

Targets	Strategies	Resources/costs	Personnel	Time frame/end date	Success criteria
Maintain disabled access to school at all times for staff, parents, pupils, governors and visitors	<ul style="list-style-type: none"> Carpark gates open at key times during the day when parents/children are entering and leaving the 	Site supervisor time	Site supervisor H and S governor-	At all times	<ul style="list-style-type: none"> All staff, pupils, parents, gobs and visitors have access to school

	<p>school grounds</p> <ul style="list-style-type: none"> • Cars parked within marked bays • Access support provided when requested • Knowledge of specific needs of governors, parents and children • All ramps to be kept clear of obstacles • Widened pathways around school for access 		AR HT/SBM		between 8.00am and 4.30pm
Ensure all disabled pupils and staff can be safely evacuated in an emergency	<ul style="list-style-type: none"> • Individual evacuation plans for specific children and staff • Identify escape routes and fire doors to use for disabled pupils and staff • Ensure all areas are free from clutter at all times • H and S learning walks by governors • Fire drills completed twice a year 	Staff meeting time (1 hour)	H and S gov- AR HT/SBM SENCO- SJR	At all times	<ul style="list-style-type: none"> • Evacuation in less than 4 minutes during fire drills • All staff are aware of children with individual evacuation plans • Clear escape routes at all times
Layout of school to allow access for all disabled children and staff	<ul style="list-style-type: none"> • H and S audit by govs and staff every term • Ensure access to and from all rooms is clear and uncluttered • In the event of a child in a wheelchair being admitted to school in the infants, a lift would be installed for access to Rowan and Beech classrooms 	Gov meeting time (2 hours) Staff meeting time (1 hour) Cost of lift TBC	H and S gov- AR HT/SBM SENDCO- SJT	Termly H and S inspections by govs Annual H and S inspection by LA as part of SLA	<ul style="list-style-type: none"> • Full access around school for all disabled staff and children

All floors to be non-slip surfaces	<ul style="list-style-type: none"> • Non-slip floor coverings in all 'wet' areas including toilets • All variations in level to be obvious/marked 		H and S gov- AR HT/SBM	When required	<ul style="list-style-type: none"> • Slip hazards to be minimised • Colour strips on all steps to highlight edge
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3. Information Access

Targets	Strategies	Resource s/costs	Personnel	Time frame/end date	Success criteria
Ensure information is available on request in different formats e.g. school prospectus, newsletters, letters home	<ul style="list-style-type: none"> • All information and letters to be written in simple English • Letters to be printed on coloured paper on request • School office and well-being co-ordinator to support parents in form filling and applications • Liaise with LA in the event of requirement for Braille documents/audio versions of information 		Office staff Well-being co-ordinator SENDCo	When required	<ul style="list-style-type: none"> • All parents/carers to have full access to school information and communication