

# Accessibility Plan 2024



1. Access to the physical environment				
Area	Current arrangements	Next steps	Success criteria	Responsible
Physical access to all areas of the school.	All classrooms are fully accessible. Pathways of travel around the school site are safe, routes logical and reasonably well signed.	Maintain good access to the school via clear and unobstructed pathways. Check exterior lighting is working on a regular basis. Additional signage required on Reception building near gate 2.	School is fully accessible to all learners.	HT INCo Site Manager
Access to disabled facilities.	Wheel chair access Disabled toilet access Disabled parking	Consideration of additional equipment if needed by a pupil in future.	Disabled facilities are fully equipped.	HT INCo Site Manager
Safe and appropriate storage of specialist equipment.	All specialist equipment required is stored securely within classrooms or in the medical room or disabled toilet. Individual risk assessment in place for storage of oxygen.	Ensure classrooms have an allocated space for storing equipment where applicable.	There is safe storage of specialist equipment in every class where it is needed.	HT INCo SLT Site Manager
Training for use of specialist equipment.	Staff supporting disabled pupils are trained to use specific equipment and received manual handling training.	Train any further support staff meeting the needs of disabled pupils requiring specialist equipment.	All staff supporting disabled learners are fully trained.	HT SLT INCo
Suitability of the physical environment for visually impaired learners.	Classrooms are well lit to support all pupils.	Consideration of additional lighting if needed by a pupil in future.	The environment meets the needs of visually impaired learners.	HT INCo SLT Site Manager
Signage on the entrance to and around the school.	The site is clearly signposted from the road. Signage throughout the school is consistent for ease of access.	Consider tactile, nonvisual signage for the environment to support visually impaired learners if necessary. Review signage with stakeholders.	Sites clearly signposted from the road, and around the site.	HT INCo SLT Site Manager
School boundaries clearly demarcated.	Main entry system clear from the main gate. School site surrounded by fencing and hedges.	Monitor security/ up keep of boundaries Improve fencing at back of EYFS playground	All areas of the school site are safely demarcated.	HT INCo SLT Site Manager
Parking areas clearly marked	Parking areas marked. Disabled parking bays marked and close to main entrances.	Marking for parking bays maintained. Limit access to road from gate 2 across the grass towards KS2	Car park safe for all users. Pedestrians safe from moving vehicles.	HT INCo SLT Site Manager
Emergency and evacuation procedures accessible.	Emergency school alarm systems currently comprise of an auditory component with no visual alert.	Review emergency and evacuation procedures in line with being accessible to pupils with SEND. Staff to be made aware of pupils requiring visual alerts as necessary.	Emergency and evacuation procedures include SEND.	HT INCo SLT Site Manager

<b>2. Access to the curriculum</b>				
<b>Area</b>	<b>Current arrangements</b>	<b>Next steps</b>	<b>Success criteria</b>	<b>Responsible</b>
All children have access to the curriculum, differentiated according to need.	There are clear policies for SEND and inclusion. The school offer is clear and details the school policy and responsible staff. There are also clear learning and teaching and marking and feedback policies and Pupil Premium policies. SLT, SENCO and subject leaders monitor all children's attainment and progress, as well as quality of teaching. Aids to support learning such as coloured paper, fiddle toys, etc are readily available. INCo and teaching team receive regular training.	Review policies when scheduled. Staff trained in specific areas according to need in order to support the needs of the children in their cohort. Use pupil voice to further develop provision for pupils with SEND. Include as part of regular monitoring cycle. Review and develop a range of resources available to support children with individual needs.	All learners have full and appropriate curriculum access tailored to their needs and abilities. The curriculum is responsive to pupil diversity.	HT INCo SLT Site Manager
The learning environment is accessible.	The learning environment is adjusted in order to support the needs of individuals. Pupils requiring specialist equipment, such as those with visual or hearing impairments, have their provision regularly reviewed.	Learning environments reviewed at beginning of academic year in planning transitions and as and when required according to changing needs	All pupils have access to the learning environment and are supported appropriately.	HT INCo SLT Site Manager
There is equal access to sporting opportunities and the PE curriculum.	Staff are given advice and support from external agents where necessary. Adjustments to be made to ensure equality of opportunity.	Teachers / PE coordinator to continue to support the needs of disabled learners in the PE curriculum.	Learners with physical disabilities have access to a suitable, challenging and motivating PE curriculum.	HT INCo SLT Sports Lead
To ensure that venues for school trips are appropriate (safety, access, toileting, transport, sensory needs).	Pre-visit and risk assessments carried out.	Pre-visit and Evolve risk assessments carried out for all visits	Equal opportunities for all pupils to participate in offsite activities/trips	Lead Teachers for visits

<b>3. Access to information</b>				
<b>Area</b>	<b>Current arrangements</b>	<b>Next steps</b>	<b>Success criteria</b>	<b>Responsible</b>
Information is communicated to parents/carers through a variety of media.	Information can be accessed through a wide variety of written forms including newsletters, flyers and posters. On screen, through the school website and through texts and emails. Sharing information is done verbally, through discussions and meetings with school staff. School can access translation provision for parent consultations where requested. Use of translation service as required. Use of school family support TAs (with in – school translation support)	Develop non-written methods of communication. Develop support of parents with literacy needs.	Parents and carers are fully informed of school, news, policy and practice.	HT INCo SLT
Feedback from parents	Parents invited to attend forums. Comments invited at all open evenings, child performances, parent events, meet the teacher evenings and workshops.	Extend provision of coffee mornings/ parent drop ins.	Parents have open opportunities to inform school about what is or is not going well for them.	HT INCo SLT
Family learning opportunities are available at the school.	Family support worker available to support families and develop signposting opportunities such as training and family support. Morning 'Reading Drive' – parents invited to read with their child. Parents invited to work alongside their child(ren) during workshops e.g. Reception workshops, BeeZee workshops etc.	Obtain parent voice and develop to enhance communication and access between school and home.	Families with emotional needs or language needs are well supported throughout the school.	HT INCo SLT