

Accessibility Plan 2023

Accessibility Plan: Curriculum				
Target	Strategy	Outcome	Timeframe	Leadership
Continue to monitor the provision of technology to support specific learning needs.	The school continually reviews and updates its technology provision to support a child's access to the curriculum.	A range of hardware, software, apps and internet links enable the child to make and celebrate success.	Continuous based on current research and support materials available. Included in ICT budget set annually.	SENCo lead to collate this target with the full support and input of all staff, parents and other professionals.
Collate and continue to ensure our CPD programme fully embeds the staff's knowledge and understanding of the needs of pupils with disabilities and strategies to support them.	Teaching, support staff and pupils are provided with quality CPD to help specific children to access curriculum successfully.	Identified children make rapid and sustained progress and enjoy their learning in a supportive environment. Speech and Language, Phonics, Autism, Diabetic training, Epilepsy and Epi-Pen training	Continuous but with particular priority at the beginning of an academic year or when a new pupil joins the school.	Inclusion Lead, Deputy Head, Class teachers, parents and others supporting adults and agencies as the need is identified.
Develop specific and practical guidelines to ensure classrooms are organised to promote the participation and independence of all pupils.	Learning aids such as word mats, knowledge organisers, learning breaks and organisation of the classroom and its layout. Develop a checklist of essentials and specifics e.g. to support ASD.	Children feel safe and know routines.	Continuous depending on progress made at point of review.	All teaching staff
Accurate register of medical needs is continually updated and strategies in place where needed.	Office Manager updates the register and SENCo plans strategies for access including informing other adults working with the class including supply teachers. SENCo alongside class teachers write a care plan when required.	A child's progress and access to the curriculum and the wider opportunities available are not hindered by any identified medical need. A child is protected from further harm or extended illness.	Continuous but with particular priority at the beginning of an academic year or when a new pupil joins the school.	Office Manager, SENCo and class teachers

To improve access to our school website for those who do not read English.	Aim to incorporate a Google Translate (or similar) function to our school website to that the information it contains can be translated for those who do not read English	Liaise with Trust to obtain ability to achieve strategy.	To be completed by August 2023	Deputy Headteacher
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Accessibility Plan: Physical

Target	Strategy	Outcome	Timeframe	Leadership
To repaint disabled parking bays.	Continued clearly accessible parking.	Clearly marked disabled parking bays in school carpark.	Completed by end of term 4. Maintained annually.	Futura, Site Manager
To ensure evacuation plans are in place.	Personal Emergency Evacuation Plans (PEEPs) are written for pupils where a disability or medical need may require adult support or specialised equipment for an evacuation to ensure that takes place swiftly and safely.	All pupils that require support with any evacuation has a PEEP in place.	Ongoing – PEEPs reviewed annually or earlier if there is a change in circumstances.	Inclusion leader – shared with all relevant staff
To ensure handrails are visible and at an appropriate height to enable access to the school.	Handrails to be a contrasting colour to the wall to ensure they are clearly visible.	Contrasting handrails fitted on internal staircases.	Costings sourced term 3/4.	Futura, Site Manager
To ensure the edge of internal steps are highlighted.	Appropriately, coloured edging fixed to internal stairs. A contrasting colour to the floor to be used.	Contrasting step edges for clear visibility and safety fitted to internal steps.	Costings sourced term 3. To be completed by end of term 4.	Futura, Site Manager

Accessibility Plan: Information

Target	Strategy	Outcome	Timeframe	Leadership
All pupils can learn independently.	Appropriately, adapted and supportive written information is prepared for disabled pupils in order to access lessons independently.	Pupils can access the curriculum as independently as possible.	Ongoing – linked to Pupil Support Plan review for specific advice on support currently needed.	Inclusion leader, class teachers, support staff, outside agencies.

	The use of word banks, knowledge organisers, SMART targets, cues, technology.			
The learning environment supports pupils learning.	<p>Appropriate cues, reminders, daily visual timetables and key vocabulary are evident in learning areas and can be independently accessed by disabled pupils.</p> <p>Copies of the content for the lesson displayed on the IWB are given to identified pupils.</p> <p>Vary the background colour of the IWB to establish the best colours for all pupils.</p>	<p>Support in the learning environment responds to general strategies and to specifics for named disabilities, eg, dyslexia, ASD, visual impairment, hearing impairment.</p> <p>The pupil has his or her own access to the written information being presented.</p> <p>The glare of the white background is not a hindrance to accessing the information on the IWB</p>	Ongoing – highlighted at the start of each academic year and as/when, a new pupil joins the class.	Inclusion leader, class teachers, support staff, outside agencies.
To ensure that all information is accessible to all families, including EAL.	Website offers access to translated documents. Use of Google translate to assist with communication and shared information.	All families have access to school information.	Ongoing – use data collection to ensure all languages are catered for within our school community.	Inclusion leader, Office Manager, class teachers, Futura IT support