



Accessibility Plan 2024-25

Action	Lead Responsible	Identified Budget and any other resources.	Target Date	Success Criteria
Increase access to the curriculum for pupils with a disability.	SR	Time	Ongoing from September 2024	<p>The school offers a differentiated curriculum for all pupils.</p> <p>Resources are tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>



<p>To be aware of the access needs of disabled children, staff, trustees, parents and carers</p> <p>To create access plans for individual disabled children as part of the PSP process.</p>	SR	<p>PSPs</p> <p>Newsletter</p>	Beginning of the year 2024 Ongoing	<p>PSPs are in place for disabled pupils, and all staff are aware of pupils' needs. SENDCO passports in place for all SEN children. Staff and Trustees are confident that their needs will be met.</p>
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				<p>Volunteers are aware of needs of SEND children at all times.</p>
<p>To ensure that the mental health and wellbeing needs of children, staff, trustees, parents and carers are met.</p>	FS SR	<p>Individual health/stress risk assessments where necessary</p> <p>Pastoral Risk register is updated</p> <p>Counselling is in place</p>	Beginning of 2024	<p>Risk assessments are in place and effective.</p>
<p>Maintain safe areas for the visually impaired.</p> <p>Check all lighting is working on a regular basis. Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child as required.</p>	Caretaker	<p>Hazard tape</p> <p>Risk assessments</p> <p>PSPs</p>	September 2024 Ongoing	<p>Visually impaired people feel safe and secure in and around the school building.</p>



Ensure that all disabled people can be safely evacuated. Ensure there is a personal emergency evacuation plan for all disabled pupils. Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENDCO passport information. If a person uses a wheelchair, they must not be in a classroom where the emergency exits are down steps.		PEEPs Access to classrooms on the ground floor	PEEPs are updated every July for children already at the school. PEEPs completed September for new starters.	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.
Provide hearing loops in classrooms to support pupils with a hearing impairment Take advice on appropriate equipment if this becomes necessary.		Hearing loops Microphones PSPs	Reviewed each term.	All children have access to the curriculum.
Ensure there are enough fire exits around the school that are suitable for people with a disability.	Headteacher Caretaker	Yearly external fire risk assessment with a view to SEND needs. Half termly risk assessment	Each September Half termly in house	All disabled personnel and pupils have safe independent exits from school.
Ensure support staff have specific training on disability issues.	SR	In house training Training from outside agencies	Needs assessment September, courses booked throughout the year.	Raised confidence of support staff.



Use ICT software to support learning.	SR Trustees	Make sure software is installed where needed.	ICT	Wider use of SEN resources in classrooms
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Improve the delivery of information in writing in an appropriate format.	Administrative staff	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment.	As required.	Excellent communication. Ongoing appropriate use of resources
		Regular updating of information for Notice boards.		
Provide information in other languages for pupils or prospective pupils.	Administrative staff Outside Agencies In house translator	Access to translators, sign language interpreters to be considered and offered if possible.	As required.	Pupils and/or parents feel supported and included.
Increase confidence of all staff in differentiating the curriculum.	SR Outside Agencies	Training up new staff and implementing strategies learnt.	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation. Online learning modules if required.	Raised staff confidence in strategies for differentiation and increased pupil participation.



Ensure trip venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.	Headteacher SR	Risk assessment training	6 weeks before each trip is booked.	All pupils are able to access all school trips and take part in a range of activities.
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