

Accessibility Plan 2024-2027

Our Accessibility Plan sets out how our School will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas: -

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled pupils.

The preparation of the Accessibility Plan has been informed by analyses of data within the School and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary and at least annually. A copy of this Plan will be placed upon our website.

Action - Curriculum	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	The school offers a differentiated curriculum for all pupils. Resources are tailored to the needs of pupils who require support to access the curriculum.

				<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>	<p>Beginning of the year 2024</p> <p>Ongoing</p>	<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>
<p>Provide hearing loops in classrooms to support pupils with a hearing impairment</p> <p>Take advice on appropriate equipment if this becomes necessary.</p>		<p>Hearing loops</p> <p>Microphones</p> <p>PSPs</p>	<p>Reviewed each term.</p>	<p>All children have access to the curriculum.</p>
<p>Use ICT software to support learning.</p>	SR Trustees	<p>Make sure software is installed where needed.</p>	ICT	<p>Wider use of SEN resources in classrooms</p>

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.
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.
Environment				
To ensure that the mental health and wellbeing needs of children, staff, trustees, parents and carers are met.	FS SR	Individual health/stress risk assessments where necessary Pastoral Risk register is updated Counselling is in place	Beginning of 2024	Risk assessments are in place and effective.
Maintain safe areas for the visually impaired. Check all lighting is working on a regular basis. Put black/yellow hazard tape on poles at end of play equipment to help	Caretaker	Hazard tape Risk assessments PSPs	September 2024 Ongoing	Visually impaired people feel safe and secure in and around the school building.

visually impaired child as required.				
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.
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.
Information				
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.
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

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.
---	----	---	--	-------------------------------------