

## Accessibility Plan (Appendix1)

**Table 1 - Access to the curriculum**

As part of these activities the school will continue to seek and follow the advice of the LA services, such as specialist teacher and SEND advisers, and of appropriate health professions from the local NHS Trusts.

| Item | Target                                                                                                                                | Strategies                                                                                                             | Timescale                                                                                                          | Responsibility                      | Success Criteria                                                                                                                                      |
|------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Identify child() who require additional planning when joining the school/or if their circumstances change during their time at school | Discussion with parents/previous setting/agencies                                                                      | At least two months prior to start if possible                                                                     | SENDCO/Class teacher                | Provision set in place ready for when the child(ren) start school                                                                                     |
| 2    | Ensure all staff are aware of the specific needs of child(ren)                                                                        | Staff meeting<br>communication<br>Transition meetings between staff                                                    | Communication before starting and when need changes. Communication at each transition within and across key stages | SENDCO/Class teacher                | Staff are aware of each pupil in each situation who requires additional planning                                                                      |
| 3    | To establish and maintain close liaison with parents                                                                                  | Parent of children with a SEND support plan are invited to review the plan with the class teacher and/or SENDCO termly | Termly                                                                                                             | Class teacher/ SENDCO               | Parents of children with special education needs feel involved in supported                                                                           |
| 4    | To establish and maintain close liaison with outside agencies for pupils with additional needs                                        | Time for SENDCO/staff to attend relevant meetings for the pupils they are teaching                                     | Ongoing                                                                                                            | SENDCO/Class teacher where required | Teaching staff are able to attend meetings for the pupils they are teaching such as EHCP/ SALT /OT to enable them to better meet the needs of a pupil |



|   |                                                                                                                                                                  |                                                                                                                   |                                     |                                |                                                                                                                                                                                                                                                     |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits | Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school. | Ongoing                             | Class teacher/ SENDCO          | All pupils are accessing and experiencing the opportunities available.                                                                                                                                                                              |
| 6 | To regularly review the curriculum and teaching plans to ensure children have access to all parts                                                                | This is covered under the Teaching and Learning Policy                                                            | Termly on a curriculum review cycle | Class teacher/ Subject Leaders | Any review that has happened meets the needs of the current cohort of children.                                                                                                                                                                     |
| 7 | Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs. | Annual training cycle that includes SEND and specific training as identified.                                     | Ongoing                             | SENDCO/Head/Assistant head     | There has been access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning opportunities is shared with colleagues to promote awareness for all relevant staff. |
| 8 | Ensure pupils needs' can be met using IT equipment or other resources.                                                                                           | Use advice from agencies e.g. EPS,OT, Sfl                                                                         |                                     | SENDCO/ Head                   | Children have timely access to relevant, supportive and cost effective equipment to meet their needs.                                                                                                                                               |

**Table 2 - Access to the Physical Environment**

The school is all on one floor. The main entrance at reception has a ramp. When the door is closed a bell can be rung to allow staff to aid with the opening of the door if required. All other entrances to the school are accessible. The school corridors are accessible for wheelchairs and unobstructed. Internal doors can be held open. There is a disabled toilet in the building which meets the requirements of current staff/pupils. The fire alarm is a ringing bell that can be heard throughout the school. Visitors to the school are normally accompanied if they do not attend regularly and the member of staff accompanying the visitor is responsible to ensure they leave the building. A Personal Evacuation Plan should be completed for all pupils, staff and visitors who require one.

| Item | Target                                                                               | Strategies                                                                                                                                                       | Timescale                                                                  | Responsibility                  | Success Criteria                                                                                                                                        |
|------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | All access points to the school accessible                                           | Keep access points clear                                                                                                                                         | Ongoing –regular learning walks                                            | School Business Manager         | All areas are accessible to all.                                                                                                                        |
| 2    | Regular review of needs for current pupils                                           | Reviews of SEN Support Plan/ EHCP                                                                                                                                | Termly (or when a new pupil is expected whose needs are not currently met) | SEND/CO/Class teacher           | All current pupils are able to access areas required for learning.                                                                                      |
| 3    | Personal evacuation plans completed for students who are identified as requiring one | Liaise with parents/school nurses and other healthcare staff to identify needs and put in place appropriate evacuation practices<br>Regular evacuation practices | As required<br><br>Evacuation test once a term (minimum)                   | SEND/CO/School Business Manager | All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practised to ensure it can be implemented successfully. |
| 4    | Learning areas accessible for pupils                                                 | Regular review of layout of classroom and other learning areas (e.g. Library) to ensure meets the needs of the children using the space at the time              | On going                                                                   | Class teachers                  | Children are not excluded from learning opportunities because they cannot access around the classroom or equipment                                      |

**Table 3 - Access to Information**

As part of these activities the school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

| Item | Target                                                      | Strategies                                                                                                                                                        | Timescale | Responsibility        | Success Criteria                                                                              |
|------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------|-----------------------------------------------------------------------------------------------|
| 1    | Provision of written material to pupils to meet their needs | Use of coloured paper or overlays/text size/visual timetables or IT where relevant                                                                                | Ongoing   | Class teacher         | Pupils always have access to written material which meets their needs at the appropriate time |
| 2    | Ensure all parents/staff can access school communications   | Discuss needs at induction of new staff/pupils<br>Adapt communications to meet their needs (alternative format/member of staff/ community reading communications) | Ongoing   | School Administration | All members of the school community can access information                                    |