



Accessibility Plan: Action Plan - January 2025-2028

Physical Access					
Target	Strategies	Timescale	Responsibility	Success Criteria	Evaluation
To be aware of the access needs of disabled pupils, staff, governors, parents and visitors	New pupil information taken from EHC and Parent / Carer interview	Before entry of every new child	SENCO	Risk Assessment completed if necessary	
	Carefully identify access plans / arrangements for individual pupils when required	As required	Class Teacher and SENCO / Head teacher	Plans in place and when needed. Access arrangements are made for some pupils with SEND as normal classroom practice and therefore are also used during quizzes and tests.	
	Identify access needs of parents through parent interview and liaison with child and family worker	Annually at the beginning of the school year and then throughout the year as required	SENCO Child and family Worker	School is aware of access needs of parents and parents are able to access the building effectively and safely.	
	Identify the needs of the staff during recruitment, induction procedures, annual appraisal meetings and back-to-back work interviews	Annually and then as required	Head / SENCO	All needs of staff are highlighted, and necessary adjustments are made.	
Ensure pupils, staff and visitors with	Entrances are clearly identified	Checked regularly	Caretaker SENCO	All pupils, staff and visitors are able to locate relevant entrances	

physical difficulties are able to access the building effectively and safely with and without support	and are accessible			and are able to enter and exit the building safely.	
	Ensure corridors are clearly accessible throughout school	Corridors are checked daily	All staff	All pupils, staff and visitors are able to move around the school safely.	
	Ensure that plans are in place for identified pupils with physical difficulties and that staff are aware of the contents of the plan	Amendments made three times a year in line with the assess plan, do and review cycle	Class Teacher and SENCO	Identified pupils with physical difficulties. Staff working with them also have a plan to ensure that they can evacuate the building safely in the event of an emergency	
Ensure that the equipment within school for pupils with physical difficulties meets their individual needs and that identified staff are fully trained to use them.	Ensure that staff are aware of recommendations, plans, and equipment for children with physical disabilities	As required	Class Teacher and SENCO	Identified pupils to have allocated time to follow Physio and O.T. programmes with appropriate equipment.	
	Ensure equipment and resources for individuals is appropriately used	As required	Class Teacher and SENCO	Identified staff to liaise with physiotherapist and occupational therapist.	
Ensure that pupils with Hearing Impairment and Visual impairment have access to the aids they require or that reasonable adjustments have been	Ensure Hearing Loop is working and serviced. Ensure that pupils have access to the correct sized font as advised by the	As required	Class Teachers and SENCO	Reasonable adjustments are made to meet the needs of individual pupils. These are outlined on the individual's IESP.	

made to meet their individual needs	orthoptist or specialist teacher				
Access to the curriculum					
Target	Strategies	Timescale	Responsibility	Success Criteria	Evaluation
Ensure that all children have the correct height of furniture and are seated effectively within the classroom to access teaching and learning	Ensure all tables, work areas and chairs are a suitable height for all children especially when it is a new classroom	Annually and then As required	SENCO, class teachers and outside agencies such as OT and Physio. Caretaker	All pupils will have access to the correct height of furniture	
	Ensure that children who have been provided with equipment such as classroom chairs from OT have these assessed regularly in order to check that they are functioning properly and are effective in enabling the pupil to access the curriculum	Annually / as required	SENCO, class teachers and outside agencies such as OT and Physio	Pupils with specific furniture will be able to access the curriculum effectively	
To ensure that staff are aware of the specific needs of pupils within our school and that training is provided as required. This includes the administering of medication	Epilepsy, EpiPen and Diabetes training. Use of the Medical room and healthcare plans	Annually/ as needed	SENCO	To ensure that staff are aware of the specific needs of pupils within our school and that training is provided as required. Staff will supervise pupil's self-administration of medicines, e.g. Asthma inhalers. All staff are trained to administer EpiPens in emergencies. This training is	

				accessed annually. Buccolam training for epilepsy is also accessed annually. Where a child has specific medical needs, they will be supported by the school policy, linked to government guidelines; 'Supporting Pupils with Medical Conditions at School published 2014, last updated August 2017'.	
	Increasing staff confidence in teaching pupils with dyslexia and dyscalculia	As required depending on turnover of staff	Staff have a developing understanding of how to meet the needs of pupils with dyslexia and dyscalculia within their classes.	To ensure that staff are aware of the specific needs of pupils within our school and that they feel confidently equipped with strategies to meet these needs.	
	Update medical information on pupil's files. Ensure that first aid certificates are updated when necessary and that staff are trained to meet the needs of more complex medical needs such as diabetes	Annually and then ongoing. First aid training is undertaken as required.	Admin staff SLT SENCO/TA	Staff are aware of children who have medical needs within school and are trained to manage these effectively	
Access to information					

Target	Strategies	Timescale	Responsibility	Success Criteria	Evaluation
To ensure that information for parents / carers / visitors / potential parents are accessible	Check that the information regarding SEND such as the SEND and Disability Policy , SEND information report, and accessibility plan is available on the school website, and it is easily accessible. Ensure that paper copies are readily available should they be requested by parents / visitors who do not have access to the internet.	Ongoing	SENCO	Parents / carers / visitors / potential parents are able to access information about the school easily and in a relevant form for them.	
Ensure that the languages of our school community are reflected around school and that parents who do not have English as their first language are still able to access information from school	Ensure that there are multilingual signs in classrooms relevant for pupils.	Ongoing	EAL coordinator	Our school global community is reflected throughout.	
	Ensure a translator is made available to parents / carers when required for meetings etc. Translate parent letters and information home into native language so parents can access information	Ongoing	Child and Family Worker	Parents who may struggle to communicate in English are able to access information in their own language wherever possible.	