

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 communication 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/Assistant Headteacher	Teaching staff are able to attend meetings for the pupils they are teaching such as EHCP/ TAF/ 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/ KS 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/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		SENDCO / IT department	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 on two floors; there is a lift to the first 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 and ramped where required. 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	If required use of temporary ramping.	Audit within the next 12 months.	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)	SENDCO/Class teacher	All current pupils are able accessible areas required for learning.
3	Personal evacuation plans completed for students who are identified as requiring one arrangements	Liaise with parents/school nurses and other healthcare staff to identify needs and put in place appropriate evacuation Regular evacuation practices	As required Evacuation test once a term (minimum)	SENDCO/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	On going	Class teachers	Children are not excluded from learning opportunities because they cannot access around the classroom or equipment

		using the space at the time			
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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	Ongoing	Classteacher	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 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