



'Our School is a Christian community in which pupils, staff, parents, governors and parishioners are working together, within a safe, healthy and stimulating learning environment, to achieve education of the highest possible quality, in order to prepare pupils to meet the challenge of their futures.'

'We celebrate the value of each child and set high expectations of them in our endeavours to sustain and develop their gifts and talents.'

Date Adopted	
Signed (Governors)	
Signed (Headteacher)	
Date for review	

ACCESSIBILITY PLAN 2022-2025

Aims	Action	Person responsible	Staff involved	Resources	Outcomes (result)
<p>1. To maintain and develop the extent to which disabled pupils can participate in the school's curriculum.</p>	<p>1.1 To continue to develop whole staff awareness and understanding of the range of needs and disabilities children may have and to develop strategies to help</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorder • Dyslexia • Dyspraxia • Language and communication disorders • Medical needs 	<p>SENCO to organise training</p>	<p>Head All staff</p>	<p>Whole school training provided by relevant people with appropriate expertise</p> <p>Staff meeting time</p>	<p>Greater understanding of the needs of particular groups of pupils for all teaching staff.</p>
	<p>1.2 Individual staff development: Courses linked to the needs of particular pupils in school</p> <ul style="list-style-type: none"> • Dyslexia • Dyspraxia • Autistic Spectrum • Language and Communication disorders • Pupils with specific medical conditions <ul style="list-style-type: none"> Asthma Diabetes Allergies Hearing Impairment 	<p>SENCO to coordinate training as needed for particular staff</p>	<p>Head to implement time within the school day to train individual staff.</p>	<p>Non contact time for training individual staff appropriately. Training budget.</p>	<p>Staff with relevant training/qualifications for the children they are teaching.</p>

ACCESSIBILITY PLAN 2022-2025

	<p>1.3 Staff to have access to specialist teachers and external agencies for advice and specialist assessments.</p>	<p>SENCO to liaise</p>	<p>All staff when necessary.</p>	<p>Purchasing of Service Level Agreement with Educational Psychology Service and QEST advisory teaching service. Time for teaching staff to consult with outside agencies. Time for referrals to be completed by SENCO and teaching staff.</p>	<p>Specialist assessments and advice given to teaching staff to help to inform the provision they make.</p>
	<p>1.4 To develop the use of Person Centred Review Meetings using a graduated approach which begins with a Structured Conversation.</p>	<p>SENCO to train and monitor staff</p>	<p>SENCO All teaching staff.</p>	<p>Ongoing training to be provided to teaching staff Staff meeting</p>	<p>All staff to feel confident in leading a Person Centred Review meeting with parents. Meetings to be in place on a termly</p>

ACCESSIBILITY PLAN 2022-2025

				time. Time to carry out meetings with parents – staff cover needed if during the school day.	basis.
1.5 To review the following school policies in line with LA and School Health and Safety Policies. <ul style="list-style-type: none"> SEND Information to parents Management of medicines and medical needs Intimate Care Toilet training and Contenance Physical Intervention 	Head	SENCO Governors All staff	SENCO and Head time. Governors health and safety and curriculum sub meetings.	Policies to be in place. Staff to be clear on the procedures for dealing with all SEN and Health and Safety issues. Pupils to be safe and well looked after. Parents to feel confidence in the school.	
1.6 Train relevant personnel, as necessary, in moving and handling techniques in line with LA and School Health and Safety Policies.	Head	Identified staff	Staff training budget when needed.	Staff are relevantly trained.	
1.7 Use of PIVATS for all pupils working towards National Curriculum and for SEN pupils needing small steps.	SENCO to oversee	Individual staff as appropriate.	Pre-review meetings. PIVATS folder.	The use of PIVATS to be embedded into school practice to assess pupils accurately.	
1.8 Development of use of ICT with SEN and disabled pupils as appropriate to their needs in accessing the curriculum.	Head / SENCO	Individual staff both teaching and support as	Software budget Technician time Ta time	Effective use of ICT by pupils and by staff to support pupils.	

ACCESSIBILITY PLAN 2022-2025

			appropriate, ICT technician.		
	1.9 To establish at Intake either into FS, KS1 or KS2 specific needs of any pupil and appropriate actions that need to be taken.	Head	SENCO and individual staff where needed.	Intake meetings Transition meetings with other settings.	SENCO, Head and staff are aware of any specific needs of new children and appropriate provision put in place.

Aims	Action	Person Responsible	Also	Resources	Outcomes
2 To improve the Physical Environment of the School to enable increased access for disabled pupils.	2.1 Make the necessary adjustments to the building in line with legislation including considerations when decorating.	Head	SENCO Site manager LA building and planning depts, private contractors.	LA SEN/Capital and devolved budgets.	The building is in line with all legislation.
	2.2 To ensure that SEN and Disabled pupils needs are addressed in any temporary or permanent extensions to the premises for Before and After School and Extended School Provision.	Head	Architect, building services	Children's centres budget, devolved capital.	Extensions are built in line with disability legislation.
	2.3 To look at the requirements of DDA in any reordering of front of School. Ensure that disabled parking is available.	Head	Governors	Travel plan budget.	Disabled parking is available, DDA is considered when planning changes at the front of school.
	2.4 Review the Environment yearly focussing on accessibility, particularly visual accessibility.	Head	Site manager	School budget/devolved capital	The environment is reviewed annually any issues are raised and planned improvements made.

Evidence

Record of building work.

Sign in booklet

Budgets – Travel plan, devolved, school

ACCESSIBILITY PLAN 2022-2025

Children's centre proposals and minutes of meetings.

Aims	Action	Person Responsible	Also	Resources	Outcomes
<p>3 To improve the delivery of information to disabled pupils and adults</p>	<p>3.1 To make available written materials in alternative formats as needed by particularly pupils</p>	<p>SENCO</p>	<p>Staff as necessary.</p>	<p>Curriculum resources Teacher / TA time</p>	<p>Appropriate alternative materials readily available to pupils.</p>
	<p>3.2 School to be able to produce large print transcripts.</p>	<p>Head</p>	<p>School admin</p>	<p>Photocopying – school budget</p>	<p>Large print materials readily available to pupils when needed.</p>
	<p>3.3 School to be able to produce and use symbol materials to support pupils</p>	<p>SENCO</p>	<p>ICT technicians and TA</p>	<p>SENCO/TA time</p>	<p>Pictorial symbols and materials are available to pupils.</p>
	<p>3.4 To make appropriate arrangements and necessary submissions for SEN and disabled children to undertake assessments and external exams and to have any equipment needed to support them.</p>	<p>SENCO</p>	<p>Head Teaching and support staff, LA assessment coordinator.</p>	<p>Non contact time when necessary.</p>	<p>Submissions for SEN and disabled children are undertaken and applications for funding or aid are successful.</p>
<p>Evidence Large print material Symbol software Classroom display of picture timetable. SEN paper work, submissions</p>					

ACCESSIBILITY PLAN 2022-2025

Aims	Actions	Person Responsible	Also	Resources	Outcome	Evaluation
<p>4 To meet the needs of any disabled staff, parents or governors to ensure that they can fully participate in all school activities.</p>	<p>4.1 To establish at Intake evening Reception/Nursery or at Transfer meetings the specific needs of any parents/carers and discuss any appropriate actions to be taken.</p>	<p>Head / SENCO</p>	<p>staff</p>	<p>Time for meetings</p>	<p>The school is able to ensure equal access both to building and to the curriculum for all parents, staff and governors. All stakeholders are able to participate in all school activities.</p>	
	<p>4.2 Actions, as above, to be taken for parents of any child admitted to school.</p>	<p>Head</p>	<p>Staff as necessary</p>	<p>Time to establish needs and put strategies in place.</p>	<p>The school is able to ensure equal access both to building and to the curriculum for all parents. All parents are able to participate in all school activities.</p>	
	<p>4.3 Actions taken at staff interviews as above.</p>	<p>Head</p>	<p>Governors HR at LA</p>	<p>Contact with HR to discuss any issues.</p>	<p>The school adopts an equal opportunities approach to employment.</p>	
<p>Evidence Records of interview process, notes on candidates both from short listing and interview. Signing in books. Records of meetings with parents.</p>						