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**Accessibility Plan from March 2018 - 2021**

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| **Curriculum** | | | | | |
| **Priority** | **Action** | **Timescales** | **Resources** | **Responsibility** | **Monitoring and Evaluation** |
| Continue to develop resources, expertise and support networks for staff (including occupational therapists, educational psychologist, physiotherapists, sensory support service) | Continue to use SLA services for staff CPD. Continue to develop links with other environments (e.g. SEND2Learn; Coquet SENCo partnership, NCC annual conference) to share best practise. | Spring 2018 onwards |  | SENCo  (Special Education Need and Disabilities Coordinator) | CPD records; staff survey |
| Continue to review the impact of current resources, interventions and provision for SEND to improve access to the national curriculum. | SEND impact review and plan | Summer term 2019 onwards |  | HT  SENCo | SEND impact report. 2019-20 SDP. |
| Continue to adapt the curriculum to meet specific pupils’ SEND. | Continue to develop effective interventions. Continue CDP for staff, using SLA resources. | Spring 2018 onwards | SENCo  SEND SLA | SENCo  All staff | SEND impact report.  2019-20 SDP. |

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| **Curriculum** | | | | | |
| **Priority** | **Action** | **Timescales** | **Resources** | **Responsibility** | **Monitoring and Evaluation** |
| Further develop the use of ICT to support all children’s needs. | ICT SLA – CPD specifically focused on using ICT for SEND. | Summer 2018 onwards | ICT SLA | SENCo  Class teachers | N/A at present – re-evaluate need Summer 2019/Autumn 19/20 |
| Ensure equal access to educational visits and other out of school activities. | Review Educational visits policy.  EVCs to ensure SEND provided for in all ESPs. | Ongoing | EVOLVE | EVCs | HT |
| Individual health plans identify potential barriers to full participation. | Termly SEND meetings.  Medical lists up to date and shared with staff, | Ongoing | School medical list  SEND files | SENCo  Class teachers  Office manager | Monitored and reviewed at termly pupil progress meetings. |

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| **Physical Environment** | | | | | |
| **Priority** | **Action** | **Timescales** | **Resources** | **Responsibility** | **Monitoring and Evaluation** |
| Annually evaluate user experience. | Focus group Y1-4, HT, SENCo & SEND governor: Identify users with physical needs and try to access all parts of the school in their shoes. Repeat the exercise annually, raising awareness of SEND and supporting pupils to take responsibility for improving the environment. Design priority list of improvements. | Ongoing |  | HT  SENCo  SEND Governor | Checklist reviewed May 19.  Follow up - HT, caretaker, Governing Body. |
| Action and evaluate the impact of the priority list from the annual user experience.  Regularly address maintenance issues relating to accessibility (e.g. routine corridor check for impeded access) | Checklist developed and shared with governors and staff.  Reported in HT report to governors. | Spring 2018 onwards |  | HT  Caretaker | Checklist reviewed May 19.  Follow up - HT, caretaker, Governing Body, H & S Governor  SEND Governor  Action and monitor checklist. |
| Improved staff awareness of responsibilities re. accessibility | Annual staff refresher regarding expectations for accessibility. | Ongoing |  | HT | HT- learning walks |

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| **Accessibility of information** | | | | | |
| **Priority** | **Action** | **Timescales** | **Resources** | **Responsibility** | **Monitoring and Evaluation** |
| Children with known SEND are identified before starting school. | Continue to liaise with Early Years settings, parents and related professionals to establish provisions needed in advance of the child starting school. | Ongoing | Support and resources in place before the child begins school | EYFS manager  SENCo  HT | SENCo  HT |
| All parents and children are able to share information with the school. | SEND support services available for EAL & physical disabilities.  Staff to receive Makaton training as required.  All school brochures, newsletters and information are available in alternative formats if requested and available on the website. | Ongoing | Alternative formats of information | HT  Office Manager | Makaton basic training Sept 18.  HT monitor. |

**Priority list from focus group, 6th March 2018**

**Evaluated (RAG rated) 20th May 2019**

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| **Issue** | **Action** | **Impact** |
| Y4 and 1 fire exit – steps | Evaluate suitability for ramp installation | Emergency exit accessible to all- Fire check- Aut Fire check 2018 Officer happy with access. Y4 access too narrow for ramp |
| Y3 fire exit –step and not wide enough | Assess for alternative exit arrangement | Emergency exit accessible to all- Aut Fire check 2018 Officer happy with access for purpose –due to short walk before space and alternative access points |
| Main entrance – steps and heavy door. | Evaluate suitability for ramp and push access | Building accessible to all |
| Side entrance to yard – step | Evaluate suitability for small ramp | Yard accessible to all |
| Nursery side entrance – very high/6 steps | Evaluate suitability for ramp- assessed but steps remain- new handrail fitted | Nursery yard accessible to all |
| Nursery cloakroom/kitchen – 2 steps | Evaluate suitability for ramp – ramp has been fitted. Summer 2018 | Cloakroom accessible to all |
| Reception toilets – steps | Evaluate suitability for ramp | Reception toilets accessible to all Ramp size would impact on classroom practice |
| Fire exits Reception & Y2? | Assess for alternative exit arrangements | Emergency exit available- Fire check Aut 2018- Officer happy with alternative routes |
| Mobile classrooms – card entry – safeguarding? | Assess for installing key card entry | Safeguarding KS2 All KS2 staff have a key/ Lock when not in use |
| Supervision for lunch times | Identify staff to supervise kitchen hatch area | Safe and accessible lunch times for all |
| Braille books | Identify whether this would be a possibility and where to obtain items and equipment | Curriculum accessible to all |
| Nurture room needs to be accessible to Y3 and 4; Steps to nurture room/fire exit door | Evaluate suitability for yard access – ramp and key card entry | Nurture and emergency exit accessible to all |
| No toilets in KS2 area | Evaluate possibility of adding toilet facility | KS2 accessible to all Investigated- too costly at present |
| Lost cement/trip hazard next to playground steps | Repair damaged floor | Safe access for all |
| More sensory toys on yard | Identify and install new toys | Playtime accessible for all |
| Classrooms – tidy and free from obstructions | Learning walk - accessibility | Classrooms safe and accessible for all |
| Steps to disabled toilet | Evaluate for ramp access | Disabled toilet accessible for all |
| Disabled toilet would need water heater to use | Identify cost and installation time for heater | Disabled toilet functional |

**NB – all items rated RED are subject to need and would not currently be required.**