

Accessibility Plan from March 2018 - 2021

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 SENDCo partnership) to share best practise.	Spring 2018 onwards		SENDCo (Special Education Need and Disabilities Coordinator)	CPD records; staff survey
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 2018		HT SENDCc	SEND impact report. 2018-19 SDP.
Continue to adapt the curriculum to meet specific pupils' SEND.	Continue to develop effective interventions. Continue CPD for staff, using SLA resources.	Spring 2018 onwards	SENDCo SEND SLA	SENDCo All staff	SEND impact report. 2018-19 SDP.



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	SENDCo Class teachers	Case studies to monitor the success of ICT.
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	SENDCo Class teachers Office manager	Monitored and reviewed at termly pupil progress meetings.



Physical Environment					
Priority	Action	Timescales	Resources	Responsibility	Monitoring and Evaluation
Annually evaluate user experience.	Focus group Y1-4, HT, SENDCo & 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 SENDCo SEND Governor	Monitor checklist. Follow up - HT, caretaker
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	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



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 SENDCo HT	SENDCo 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.	September 2017 ongoing	Alternative formats of information	HT Office Manager	HT



Priority list from focus group, 6th March 2018

Potential improvements	Action	Impact
Y4 and 1 fire exit – steps	Evaluate suitability for ramp installation	Emergency exit accessible to all
Y3 fire exit –step and not wide enough	Assess for alternative exit arrangement	Emergency exit accessible to all
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	Nursery yard accessible to all
Nursery cloakroom/kitchen – 2 steps	Evaluate suitability for ramp	Cloakroom accessible to all
Reception toilets – steps	Evaluate suitability for ramp	Reception toilets accessible to all
Fire exits Reception & Y2	Assess for alternative exit arrangements	Emergency exit available
Mobile classrooms – card entry	Assess for installing key card entry	Safeguarding KS2
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
Missing sofa – first aid	Replace seating area for first aid	Safe and comfortable treatment area
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
Steps to playground entrance	Evaluate for ramp access	Main building and yard accessible to all
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

