



Accessibility Plan 2022 - 2024

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School Improvement Plan Accessibility plan 2022- 2024		Overall Targets: To ensure access for all pupils, staff and visitors to the school.		
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<ul style="list-style-type: none"> To continue to improve access to the physical environment of the school in order to meet the needs of disabled pupils and individual pupils with physical difficulties. To ensure that disabled pupils and pupils with additional needs have access to relevant equipment to support their access, development and learning. To continue to ensure that all pupils are able to access the curriculum and wider school life and that reasonable adjustments are made when required. To ensure that staff are trained in meeting the needs of all pupils including all those with additional needs and disabilities to enable them to access the curriculum. 				
Actions / strategies (including staff training needs)	Key Personnel	Time Scale	Costs £ Funding Source	Success Criteria Progress
Termly monitoring of Learning Plans. Continuation of school offering differentiation for all pupils. Use of resources tailored to pupils who require support to access the curriculum. Progress is tracked for all pupils – including examples of people with disabilities. To	SENDCO/ Class teachers	ongoing	Classroom allocated budget	Each child with SEND to have a Learning plan with SMART targets which are 80% achievable by the end of the term.



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enhance provision for pupils with sensory needs and SEMH needs. Targets are set effectively				
Continuation of training for members of staff working and supporting children with a range of SEN. E.g. RAMP training, speech and language and social and communication needs training, Autism training, phonics ELS training Moving and Handling.	SENDCO HT	Next two terms	SEN budget.	That staff have been trained and that they are confident in delivering these interventions to support targeted pupils. That all pupils are therefore able to access the curriculum at their level.
Staffing structure timetables to be implemented and reviewed regularly to take into account staff to pupil ratios and those pupils that require 1:1	HT and SLT	Ongoing as needed	None	That appropriate provision is in place for high level needs pupils.
Care plans in place for all children with high level of needs whether or additional needs. Outlining accessibility needs that are being met. Designated staff to receive Moving and Handling training where appropriate.	SENDCO	Ongoing	None	That care plans are accurately outlining provision needs of children with additional needs.



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Accessing support from NHS, Physiotherapy Service, and Occupational Therapy Service.				
School to use a range of communication methods to ensure information is accessible. This includes: internal signage, large print resources, pictorial and symbolic representations. Visual timetables in each class, individual child using now and next boards, some staff using visual communication symbols on lanyards.		ongoing	SEN budget	All children who need visuals to support their understanding will have them in place. Staff confident in using PECS/ Now and Next boards with individual children
Risk assessments undertaken for all pupils who need one.	HT / SENDCO	Ongoing as needed	None	That risk assessments are in place and any additional equipment or staffing needs are highlighted.
PEEPS undertaken for all pupils who require them.	SENDCO	Ongoing as needed	None	That PEEPS are in place and designated staff are aware of their role.
For key pathways around school to provide soft ground coverage.	HT	When required.	£3000 School funds	That as much of the outside environment as necessary is accessible for all pupils.
Ensure corridors are clearly accessible throughout school.		Corridor checked	All staff to be	That all pupils, staff and visitors can move around school freely.



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		daily	involved in making sure that the corridors are clear.	
School trips only booked if there is disabled access.	All staff	When required	A range of costings depending on trip school funds	That all pupils with SEN and/or additional needs can participate in learning activities outside the school grounds.
Magnetic door fasteners throughout school to be checked and serviced – to ensure that they are working properly.	Site supervisor	Checked weekly	School site supervisor	That the doors in school are all fully functioning.
All entrances are clearly identified and are accessible for wheelchair users. There are two disabled toilets in school. There is one clearly marked disabled parking spot at the front entrance to the school.		Checked weekly.	All staff	That all pupils, staff and visitors can move around school freely
Ensure that the equipment within	Specialist			Pupils with identified physical needs with specialised equipment use



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the school for pupils with physical difficulties meets their individual needs and that identified staff are fully trained to use them. These include: changing equipment for children who are not toilet trained and peg feeding equipment.	teacher visits regularly To liaise with SENCO staff about any equipment problems.			them successfully. Staff feel confident to meet the needs of pupils with PD difficulties
Ensure that all children have the correct height of furniture and seated effectively within the classroom to access teaching and learning	Class teacher OT SENDCO	Ongoing when the need arises.		Pupils with specific furniture will be able to access the curriculum effectively.
Curriculum accessible for all pupils including those with SEN. Activities that support their interests such as practical projects for high level needs children working with support teachers. Also projects involving SEN pupils participating	All staff	Ongoing		Evidence seen across the key stages that the needs of SEN pupils both in class and in smaller groups are being catered for by appropriate differentiation and appropriate tasks.



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in out of school activities such as specific team games.				
Procedure for Monitoring Impact				
Individual PEEPS produced Risk assessments undertaken for certain pupils. Regular environmental audits undertaken Regular monitoring of the level of progress. Monitoring pupil progress through PIVATS. Regular review meetings with parents and designated staff to discuss progress of their SEN child.				