

Accessibility Plan 2023-25

Aspect 1 Curriculum:

Target	Strategies to implement	Expected Outcome/ Impact	Timeframe	Responsibility
Continuation of training for teachers on differentiating the curriculum to meet Intent of curriculum for all	Undertake an audit of staff training requirements and curriculum leaders audit their subject areas Liaise with external professions e.g. SALT/OT/HI/VI to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations	All teachers are able to more fully meet the requirements of children's needs with regards to accessing the curriculum	July 2024	Headteacher/ SENDCo
Key knowledge for SEND pupils is clearly identified.	Subject leaders review the expectations on key knowledge for children with additional needs	All teachers are able to more fully meet the requirements of children's needs with regards to accessing the curriculum	July 2025	Headteacher/ Curriculum Leads
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing as changes occur	Increase in access to all school activities for all disabled pupils

Aspect 2: Environment

Target	Strategies to implement	Expected Outcome/ Impact	Timeframe	Responsibility
Ensure that there are calm areas within school that enables children to not be over stimulated by their environment.	Develop areas in both buildings, where children can just sit without anything to over stimulate his/ her mind.	Children who are feeling overwhelmed can choose to sit in these area. This will result in less emotional outbursts.	December 2023	SEND team
	Develop the library into a space that can be used at lunchtimes for a place of calm for KS2 children to escape the playground if needed	Children who are feeling overwhelmed can choose to sit in these area. This will result in less emotional outbursts.	April 2024	SEND team
Display boards have the same backing colour, that create a calm learning environment.	Discuss what colour/type of backing to have on the display boards and purchase it. Discuss with staff the reasons behind this and ensure it is used consistently across school.	This will create a calmer, natural environment for all students supporting learning and mental health and avoid overstimulating all children, especially those with additional needs.	Ongoing	SENDCo and class teachers
Classrooms are calm spaces that do not overstimulate children	All classrooms to be decorated in a calm palette Unnecessary furniture and displays are removed	This will create a calmer, natural environment for all students supporting learning and mental health and avoid overstimulating all children, especially those with additional needs.	Ongoing	Headteacher and site team with class teachers

Aspect 3: Physical space

Target	Strategies to implement	Expected Outcome/ Impact	Timeframe	Responsibility
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	July 2024 Ongoing	Headteacher, Premises Committee and site team with class teachers
Maintain safety for visually and hearing impaired staff, children and visitors.	<p>Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges</p> <p>Check exterior lighting is working on a regular basis</p> <p>Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</p> <p>Follow advice of HI Specialist Support team</p> <p>Ensure staff are aware of children's needs</p>	Modifications will be maintained to ensure access.	Annually, and as new children join the school throughout the year	Headteacher with SENDCo, site team and Premises Committee

The whole school evacuation plan is updated as required to ensure everyone can safely exit the building.	Ensure any children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities).	All physically disabled persons can be safely evacuated.	Annually, and as new children join the school throughout the year	Headteacher with SENDCo, site team and Premises Committee
The school car park has disabled parking spaces.	Any disabled members of staff or visitors have a place to park in the staff car park near the gates into the school	There is a place for disabled members of staff and visitors to park throughout the school day.	July 2024	Headteacher with site team and Premises Committee

Approved by: Premises Committee

Date: 17/10/2023

Last reviewed on: 17/10/23

Next review due by: 31/10/2025