



## Accessibility Plan 2022 -2025

### **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

### **Definition of disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Key Aims**

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

### **Principles**

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan



- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### **Increasing Access for disabled pupils to the school curriculum**

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

### **Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and physical aids to access education.*

### **Improving the delivery of written information to disabled pupils**

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

### **Financial Planning and control**

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.



## Accessibility Action Plan 2022-2025

<b>Access to the physical environment - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>Specialist equipment enables children to access learning more effectively</b>	Acquire specialist equipment as recommended by specialists such as OT, EP and SALT	Rebekah Bailey Lauren Berry	Short	Ongoing	Adapted cutlery, maintain adjustable changing station. Maintain and update resources such as sensory tent and resources
<b>Increased safety for children in school</b>	Restrict use of main entrance door by children in changing routes in and out of the school. Consider new higher fencing between playground and front entrance to the school.	Jason Gordon	Short  Medium	Sept 22	Apply for CIF funding for fencing.
<b>Increased safety at play times</b>	Maintain main playground with regular maintenance on loosening gravel. Develop KS1 playground following damage caused by tree fall.	Rebekah Bailey Andy Roberts	Short  Long	Ongoing	
	Maintain ramp into EYFS classroom	Andy Roberts	Short	Ongoing	



<b>Ramp in EYFS area is easier to navigate and less slippery</b>					
<b>Edges of steps are clearly visible for children with visual impairment</b>	Ensure previously painted edges of steps down into playground and at entrance to EYFS classroom are clear and mark edges of ramps	Rebekah Bailey Andy Roberts	Short	By Jan 2023	

<b>Access to the curriculum - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>All children are able to access extra-curricular provision</b>	Continue to employ a casual cover supervisor to cover staff absence to ensure that there is always extra cover available to support children with disabilities at lunch times and during breakfast/ after school clubs	Rebekah Bailey	Short		
<b>Staff are well equipped to support children with a range of needs</b>	Provide high quality training opportunities for staff on Autism, Working Memory, Dyslexia and specific needs. Staff to adapt lessons using Subject Specific documents for SEND.	Rebekah Bailey Lauren Berry	Medium	July 2023	<b>Ongoing and adapt to suit individual needs.</b>



<b>Staff are well equipped to support children with a range of needs</b>	Provide training at staff meeting for all staff on working with children with communication difficulties. Investigate PRICE training. Specific staff to be trained in PIVATS.	Rebekah Bailey Lauren Berry	Short	Ongoing  Nov 22	
<b>Children with dyslexia make good progress due to extra support and specialist resources</b>	Review of resources for dyslexic children Continue to fund Nessy programme to support reading and spelling intervention	Rebekah Bailey Lauren Berry	Short	Ongoing	

<b>Access to information advice and guidance - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>To ensure dyslexic pupils have yellow tinted paper/exercise books and are provided with colour overviews when appropriate.</b>	Review individual needs termly during learning walks, pupil conferencing and book looks. SENCO to prepare yearly monitoring.	All teachers HT monitoring and governor visits Lauren Berry	Short term	Termly	
<b>To ensure all documents/policies can be provided in different formats on request given a reasonable timescale</b>	At the beginning of each policy document (and any other key documentation) include a statement	All staff	Medium	As policies are reviewed	



<b>Children with communication difficulties / learning difficulties have increased access to all aspects of the curriculum by using visual aids</b>	Provide visual timetables, now and next cards, traffic lights, picture clues, flash cards, picture menus, Makaton signage etc	Rebekah Bailey Lauren Berry	Medium	Ongoing	
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