**Accessibility Plan 2023-2026**

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| **Targets** | **Strategies** | **Timescale** | **Responsibility** | **Success Criteria** |
| **Access to the Physical Environment** | | | | |
| To be aware of the access needs of disabled children, staff, governors, parents and visitors. | Ensure access arrangements are completed on all children’s IEPs.  Staff to share IEP information with support staff to ensure continuity of care for the children.  Ensure staff are aware of any access needs of visitors to the school, including parents. | On-going  On-going  As required | Inclusion Manager  Class Teacher  Class Teacher  Inclusion Manager | IEPs are updated to include access arrangements for all pupils with a disability.  Support staff are aware of the needs of SEND children at all times. |
| Maintain safe access for people with a visual impairment. | Check condition of yellow paint on step edges regularly.  Check exterior lighting is working on regular basis. | As required  As required | Site Manager  Inclusion Manager | Visually impaired people feel safe in the school grounds. |
| Ensure all disable people can be safely evacuated. | Ensure there is a Personal Emergency Evacuation Plan for all disabled members of the school community.  Ensure all staff are aware of their responsibilities in evacuation by being aware of IEP information. | As required | Site Manager  Inclusion Manager  Class Teacher  Support Staff | All disabled pupils and staff working with them are safe in the event of a fire. |
| **Access to the Curriculum** | | | | |
| Ensure staff have specific training on disability issues. | Staff to identify their training needs and directed to suitable course/training opportunities. | On-going | Class teachers  Support staff  Inclusion Manager | Raised confidence of all staff. |
| Ensure all staff (teaching and non-teaching) are aware of children’s curriculum access needs. | Ensure information on the IEPs is up to date with access arrangements and agencies involved. | On-going | Inclusion Manager | All staff are aware of individual’s needs. |
| All school visits and trips need to be accessible to all pupils. | Staff will ensure that all venues and means of transport are vetted for suitability. | On-going | Year group leaders | All pupils are able to access all school trips and take part in a range of activities. |
| Review PE curriculum to ensure PE is accessible to all pupils. | Review PE lessons to ensure that children with disabilities can access the curriculum. | As required | Inclusion Manager  Sports Coach  Class teachers | All pupils have access to PE and are able to excel.  One-to-one support will be provided as required. |
| To maintain access to quality speech and language support. | Specialist support staff to receive up to date training to ensure S and L programmes are delivered effectively. | On-going | Inclusion manager  Speech and Language Specialist Assistants | Children receive effective and consistent support for speech and language. These children make good progress with their speech and language. |
| Ensure interventions are matched to the needs of the children and are having an effective impact. | Audit of interventions.  TA performance management and peer observations. | Half-termly | Class Teachers  Year group Leaders  Inclusion Manager | Interventions are effective and children are making progress. Skills learned are being applied in the classroom setting. |
| Ensure disabled children can take part equally in lunchtime and after school activities. | Discuss with staff leading clubs. | As required | Inclusion Manager  Sports Coach  BC and ASC Lead | Disabled children feel able to participate equally in out of school activities. |
| **Access to Information** | | | | |
| For parents of children with special needs to feel happy and supported. | Coffee mornings to be held for SEND parents.  Termly parents’ meetings with Inclusion Manager. | Termly | Inclusion manager  Class teachers | Parents are up-to date with information.  Parents with children with Special needs feel more included in the school community. |
| Key letters to be available in other languages, if appropriate. | Letters to be translated into other languages on request from families. | As required | Inclusion Manager  EAL co-ordinator  HSSW | Everyone feels they are welcome and a part of the school community. |
| Improve information available to SEND children. | Publish any information about local SEND events on the website. | On-going | Inclusion Manager | Children are aware of opportunities to attend events in the local area.  Children are confident and feel included in the local community. |