

Accessibility Plan –Present Accessibility and Action Plan.

Physical accessibility

Question	Action	Recommendation / Timescale
Accessible car parking	2 disabled parking spaces are situated to the left of the main reception area.	Maintain disabled parking spaces
Dropped kerbs at side of main vehicle entrance	Kerb is lowered to allow wheelchair access to reception and other outside doors at front of school.	
Accessible toilet / Changing and shower room	A new disabled toilet has been built in the lower Key Stage 2 area and a disabled toilet and shower room is also situated in the upper Key Stage 2 area of school.	Keep disabled toilets clear for good access.
Access onto and off playground / school site from school building. Access around school building.	Most access points have wheelchair access onto the playground. Main reception easily accessible by wheelchair. School site all on one level. Access from lower Key Stage 2 work area onto the playground is not accessible by wheelchair	Doors from lower Key Stage 2 classrooms are all accessible by wheelchair. Maintain highlighted yellow paint on steps. Look into ramp at lower Key Stage 2 work area onto playground.
Corridors	Corridors are free of clutter and furniture.	Keep corridors clear for access.
Inner doors	Push button access to open doors	As building is refurbished.
Regular review of Fire Evacuation Procedures.	Fire Drill termly	Ensure personal emergency evacuation plans are in place for all physically disabled pupils and staff.
Accessibility for parents in the Reception area	Dropped height desk for wheelchair users.	

Improving curriculum access

Item	Action	Recommendation / Timescale
Learning environment	Review the layout of all classrooms and make sure there is access for all pupils.	Every September
Provision Maps	SENCO to lead updating of provision maps in 4 areas based around the Code of Practice to ensure all pupils can access appropriate interventions where necessary	At least 3 times a year
Access to resources / learning for pupils with hearing impairment	Class teachers to review organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence. Seek advice from the Sensory Education Support Service. Adults to wear radio aid in class and assemblies.	Ongoing Implement advice after visits from teacher for the hearing impaired.
Access to resources for pupils with visual impairment	Class teachers to review organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence. Seek advice from the Sensory Education Support Service. Provision of extra screen in class / magnifiers etc. Coloured overlays / background colour for IWBs where appropriate. Writing is enlarged for easier access where appropriate.	Ongoing Implement advice after visits from teacher for the visually impaired.
Audit of pupil needs and staff training to meet those needs.	Review the needs of those pupils with a disability. Make sure teachers are aware of these needs and plan for them accordingly. Teachers to access appropriate training courses.	Every year – training for specific staff
Training & links	Provide appropriate and relevant ongoing training for all staff on matters of inclusion.	2016 – ASD training Hearing impaired training – Year 4
All out of school activities are planned to ensure, where reasonable, the participation of all pupils	All out of school activities risked assessed for inclusion of all pupils, where reasonable.	All out of school activities are conducted in an inclusive environment with providers that comply with all current and future legislative requirements.

Improving the delivery of written information

Item	Activity	Recommendation / Timescale
Clear, straight forward and simple communication with parents and community	<p>Information presented in variety of easy to access ways e.g. displayed in window/ on parent noticeboard for parents dropping off, sent via Scholarpack, text and on school website.</p> <p>Language used is simple with any education terms/jargon avoided or clearly explained.</p> <p>Parent guides produced & parents sessions run for key areas e.g. phonics, maths.</p> <p>Admin & teaching staff are aware of individuals who may need information explaining directly or personally.</p>	Ongoing
Access to information for pupils, parents, carers for whom English is additional language.	<p>Website translator</p> <p>EAL teaching assistants translate at meetings.</p>	Admin staff to look into translator for website to make it accessible for all parents / pupils.
More flexible / easier communication between home and school.	<p>Phone system to allow parents to leave messages 24 hours a day for reporting absence, message for child's class teacher.</p> <p>Scholarpack / Text messages sent.</p>	Ongoing