**Accessibility Action Plan 2021**

Plan drawn up by: Lucy Bonforte

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| ***Target*** | ***Actions*** | **Lead person** | **Timescales & resources** | **Monitoring & evaluation** | **Impact** |
| *To further ensure all pupils, parents and staff have access to the physical environment* | **\*** Review and paint white stripes on the edge of external steps.  \* We will continue to seek specialist teacher advice on children’s access needs.  \* We will carry out a three yearly thorough audit of the schools accessibility.  \* To ensure staff room is accessible for those with a disability.  \* To add tactile information to the schools signage where possible.  \* To smooth out staff car park**.** | Premises Manager  SENDCo  SBM  Head teacher  SENDCo | Cost of paint and premise managers time. Completed by end of 2021.  Cost of SENDCo time and space to meet. Ongoing.  Cost of SBM time. To be completed again in 2022.  Cost of any alterations necessary. Ongoing.  Cost of additional signage. Completed by end of 2021.  Cost of any alterations necessary. | \* Tracking.  \* PPMs.  \* Annual review meetings.  \* Staff feedback.  \* Parent feedback.  \* Pupil feedback.  \* SEND parent conferences.  \* Governors to oversee and review.  \* Feedback from specialist outside agencies. | \* The school building is equipped for people with a variety of disabilities.  \* Staff understand the needs of different disability groups and they are included in all activities where possible. |

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| *To further develop accessibility to the school’s curriculum* | \* We will equality impact access all school policies on a rolling program.  \* Information on disability issues and support will be incorporated into new staff induction.  \* Staff training as appropriate to needs of children, including refreshers eg speech, language and communication, autism, occupational therapy, hearing and visual impairments, William’s Syndrome and disabilities awareness.  \* Awareness weeks for different disabilities developed as a fixture eg dyslexia awareness, autism awareness.  \* Continue to develop ICT provision to support all pupils accessing learning eg snapcore training, access to touch typing, use of showbie in class etc.  \* Bridge outreach to do disability awareness training in KS1 classes. | Deputy head  Deputy head  SENDCo  SENDCo  Senior Leadership Team | Cost of meeting time and space. Ongoing.  Cost of Deputy Head’s time. Completed by end of 2021.  Cost of trainer and INSET time. Ongoing.  Cost of additional resources, outside visitors and SENDCo time. Yearly.  Cost of ICT resources and appropriate training. | \* Tracking  \* PPM’s  \* Annual review meetings  \* Staff feedback  \* Parent feedback  \* Pupil feedback  \* SEND parent conferences  \* Governors to oversee and review  \* Feedback from specialist outside agencies | \* Staff are trained to ensure they are able to support children in accessing the curriculum regardless of disability.  \* Pupils have an awareness of different types of disability and how to support their peers. |

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| *To ensure all pupils staff and parents have access to the appropriate information.* | \* Continue to ensure parents are consulted during nursery and reception home visits on their access needs. (In year admissions as appropriate)  \* The school will ensure translators are invited to meetings where necessary and documents will be available in their home language if required.  \* SENDCo will support parents in visiting secondary schools for transition where necessary.  \* To add tactile information to the school’s signage.  \* Website to have a high contrast version applied for visual impairment.  \* Website to be redeveloped to provide parents with easy access to increased school information. | Early Years Co-ordinator  SENDCo  SENDCo  Head teacher | Ongoing.  Cost of translation. Ongoing.  Cost of SENDCo time.  Cost of additional signage.  Cost of addition to website. Completed by end of 2021. | \* Tracking.  \* PPM’s.  \* Annual review meetings.  \* Staff feedback.  \* Parent feedback.  \* Pupil feedback.  \* SEND parent conferences.  \* Governors to oversee and review.  \* Feedback from specialist outside agencies. | \* All parents are able to access information relevant to their child’s education and can therefore support them accordingly.  \* All children have access to the same level of information and can therefore access the curriculum.  \* Staff, pupils and parents feel supported by the school. |