Accessibility Plan Annex A

Reviewed by: Head teacher & Governing Body on 11th September 2023

AIM	TARGET	STRATEGIES (short, medium & long term)	OUTCOMES	TIME FRAMES	GOALS
Increase the extent to which disabled pupils can participate in the school curriculum.	To ensure that disabled pupils have the necessary resources to access the curriculum.	Review current resources and note gaps. Buy resources where shortfalls are. Seek advice from SLD outreach service with regards to appropriate resources for specific pupils Resources and equipment tailored to the needs of pupils who require support to access the curriculum e.g. Enlarged texts for visually impaired children, coloured overlays or coloured exercise books for children with visual distress. Environmental considerations for hearing impaired children. Training for staff on how to use radio aids. Curriculum progress is tracked for all children including those with a disability.	Children with a disability have an appropriately designed curriculum which they are able to access.	September 2023 – Review resources. Purchase resources October 2023	Children with a disability have good provision at Kingswood Parks which meets their needs.

		Monitor attendance of extra-curricular clubs Monitor attendance of all groups of children including those with disabilities. Ensure the needs and views of pupils with disabilities are represented on the school council Outreach services accessed to support children's individual needs ICT used for alternative recording methods Access arrangement for Statutory assessments considered prior to tests Bespoke learning environments created for pupils working on the engagement model.			
Maintain the physical environment of the school to increase access to	To ensure that all disabled pupils have the necessary	Review physical environments for children with a disability. Look where shortfalls are.	Improved physical environments allow children with disabilities increased accessibility	Jan 2024	Children with a disability have the necessary physical environments to meet their needs.

| education by disabled pupils | physical environment. | Purchase resources.

Set up provision for children with a disability who need specialist support and equipment.

Regular health and safety inspections completed by staff

Ensure disaster and Fire Evacuation plans accommodate needs of those with disabilities

Ensure both Lifts are regularly maintained and working order to ensure access to the first and second floor.

Ensure Staff trained on the use of evacuation chairs for a fire emergency. Staff have regular practise on using the chairs.

Ensure disabled parking bays are kept clear

Ensure Disabled toilets and changing facilities available

Ensure Risk assessments completed for physical environments | whilst catering for their needs. | | |
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		Planned allocation of classrooms to support hearing impaired children prior to transition into next class			
		Ensure Evac chairs on all floors and in all stairwells are appropriate for pupils			
		Ensure disability beds available in ground and first floor to support pupils needs			
Improving the delivery of information to disabled pupils	To ensure that children with a disability are informed about their choices and the curriculum.	Ensure that all teachers and support staff have the necessary training to support children with a disability. Ensure that there is pupil voice so that the information can be adapted to suit the needs of the child. To ensure that children with nonverbal communication are informed as well as possible.	Children with a disability are better informed.	March 2024	Children with a disability are appropriately informed about choices and curriculum.
Records of SEND pupils is up to date.	To ensure that up to date information is held in relation to SEND	Ensure Register on scholar pack is updated regularly and reflects the child's current level of support and SEND need Ensure Pupil passports for all children are reviewed regularly and SEN to ensure staff are	All staff are aware of children's SEND needs, level of support	September 2023	Staff have a good understanding and awareness of the pupils within their class.

		aware of individual needs and requirements Ensure Provision map is updated regularly to ensure all children's needs are met.			
Developing transition procedures for pupils with specific needs	To ensure pupils with specific needs are able to transition into a new setting effectively	Face to face induction meeting with child and parent / carer of a child with SEN Transition visits to other settings Schools admissions form requests SEND information Transition documents written and meetings in school between previous and new class teacher Multi / Partner agency meetings and specialist support e.g. SENCO's from other settings, Early Years Area SENCO's Bespoke and generic staff development to ensure pupils needs can be supported correctly Transition meetings with future settings SENCO / Transition lead. Links with external agencies to support transition into school (e.g. IPASS)	All staff are aware of a new pupil needs and the pupil has a good understanding of their new class/ setting and staff	March 2024	Transitions are successful and pupils are happy and engaged in their new setting

Managing, coordinating and implementing SEND code of practice	To ensure provision for pupils with specific needs is consistent and responsive to needs and a changing send population	Implement SEND Code of Practice SEND Policy in place and available of school website SEND On a page updated termly for Governors SEND information report available on website with link to local offer Implement EHC Plans completed within statutory time frame CPD to ensure staff are aware of their roles and responsibilities Accessibility Plan written Risk assessments are completed	Provision for SEND pupils is consistent. All staff are aware of their accountability and fulfil their responsibilities to support pupils with SEN		The school is statutory compliant.