

Accessibility Plan Annex A

Reviewed by: Head Teacher & Governing Body on 13<sup>th</sup> November 2024

AIM	TARGET	STRATEGIES (short, medium & long term)	OUTCOMES	TIME FRAMES	GOALS
<p>Increase the extent to which disabled pupils can participate in the school curriculum.</p>	<p>To ensure that disabled pupils have the necessary resources to access the curriculum.</p>	<p>Review current resources and note gaps.</p> <p>Buy resources where shortfalls are.</p> <p>Seek advice from SLD outreach service with regards to appropriate resources for specific pupils.</p> <p>Development of communication classroom within FS2 to support those pupils working on the engagement model to develop language and communication skills.</p> <p>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.</p>	<p>Children with a disability have an appropriately designed curriculum which they are able to access.</p>	<p>September 2024 - Review resources</p> <p>Purchase resources October 2024</p>	<p>Children with a disability have good provision at Kingswood Parks which meets their needs.</p>

		<p>Environmental considerations for hearing impaired children.</p> <p>Training for staff on how to use radio aids.</p> <p>Curriculum progress is tracked for all children including those with a disability.</p> <p>Monitor attendance of extra-curricular clubs. Monitor attendance of all groups of children including those with disabilities.</p> <p>Ensure the needs and views of pupils with disabilities are represented on the school council.</p> <p>Outreach services accessed to support children's individual needs.</p> <p>ICT used for alternative recording methods.</p> <p>Access arrangement for Statutory assessments considered prior to tests.</p> <p>Bespoke learning spaces created for pupils across</p>			
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		<p>school working on the engagement model.</p> <p>Continue to develop sensory circuits across the school.</p> <p>Walkie talkies available for staff in classrooms.</p>			
<p>Maintain the physical environment of the school to increase access to education by disabled pupils</p>	<p>To ensure that all disabled pupils have the necessary physical environment.</p>	<p>Review physical environments for children with a disability.</p> <p>Look where shortfalls are.</p> <p>Purchase resources.</p> <p>Set up provision for children with a disability who need specialist support and equipment.</p> <p>Regular health and safety inspections completed by staff.</p> <p>Ensure disaster and Fire Evacuation plans accommodate needs of those with disabilities.</p> <p>Ensure both Lifts are regularly maintained and working order to ensure access to the first and second floor.</p>	<p>Improved physical environments allow children with disabilities increased accessibility whilst catering for their needs.</p>	<p>Jan 2025</p>	<p>Children with a disability have the necessary physical environments to meet their needs.</p>

		<p>Ensure Staff trained on the use of evacuation chairs for a fire emergency. Staff have regular practise on using the chairs.</p> <p>Ensure disabled parking bays are kept clear.</p> <p>Ensure Disabled toilets and changing facilities are available.</p> <p>Ensure Risk assessments completed for physical environments.</p> <p>Considered allocation of classrooms to support hearing impaired children and those with medical needs prior to transition into next class.</p> <p>Ensure Evac chairs on all floors and in all stairwells are appropriate for pupils.</p> <p>Ensure disability beds available in ground and first floor to support pupils needs.</p>			
Improving the delivery of	To ensure that children with a disability are informed about	Ensure that all teachers and support staff have the	Children with a disability are better informed.	March 2025	Children with a disability are appropriately informed about

information to disabled pupils	their choices and the curriculum.	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.			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 termly and staff are aware of individual needs and requirements.  Ensure Provision maps is updated regularly to ensure all children's needs are met.	All staff are aware of children's SEND needs, level of support.	September 2024	Staff have a good understanding and awareness of the pupils within their class.
Developing transition procedures for pupils with specific needs	To ensure pupils with specific needs are able to transition into a	Face to face induction meeting with child and parent / carer of a child with SEN.  Transition visits to other settings.	All staff are aware of a new pupil needs and the pupil has a good understanding of their	March 2025	Transitions are successful and pupils are happy and engaged in their new setting.

	new setting effectively.	<p>Schools admissions form requests SEND information.</p> <p>Transition documents written and meetings in school between previous and new class teacher.</p> <p>Multi / Partner agency meetings and specialist support e.g. SENCOs from other settings, Early Years Area SENCOs.</p> <p>Bespoke and generic staff development to ensure pupils needs can be supported correctly.</p> <p>Transition meetings with future settings SENCO / Transition lead.</p> <p>Links with external agencies to support transition into school (e.g. IPASS).</p>	new class/ setting and staff.		
Managing, coordinating and implementing SEND code of practice	To ensure provision for pupils with specific needs is consistent and responsive to needs and a	<p>Implement SEND Code of Practice.</p> <p>SEND Policy in place and available of school website.</p> <p>SEND On a page updated termly for Governors.</p>	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.

	changing send population.	<p>SEND information report available on website with link to local offer.</p> <p>Implement EHC Plans completed within statutory time frame.</p> <p>CPD to ensure staff are aware of their roles and responsibilities.</p> <p>Accessibility Plan written.</p> <p>Risk assessments are completed.</p>			
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