

DES Accessibility Plan 2024-2025

1. Increasing access for Disabled Pupils to the School Curriculum

Objective	Action	Person/Team Responsible	Time Scale	Resources	Monitoring
To ensure that we have an all inclusive curriculum	Ensure that all pupils are fully included in all aspects of the curriculum by providing a personalised and appropriate curriculum for disabled pupils and pupils with SEND.	SENCO, Class teachers	Ongoing	SEND budget & LA funding	All disabled pupils and pupils on the SEN register have a Support arrangements plan (SAP) which includes their needs in relationship to the curriculum and this is monitored termly
	Ensure that pupils with disabilities are fully included in PE lessons, liaising with outside agencies for specialist advice where necessary.	Class teachers, PE Co-ordinator	Ongoing	SEND budget & LA funding	All current pupils are participating in PE sessions. Some with high level need are needing significant additional support, which is being provided.
	Remove barriers to learning by ensuring that appropriate resources are available to support disabled pupils and pupils with SEND e.g. height adjustable chair, sand tray, sloping writing boards, worksheets written on coloured paper, pictorial instructions etc.	SENCO, Class Teachers	Ongoing	SEND budget & LA funding	All specific resources needed to support SEN pupils and disabled pupils are noted on SAPs and are either purchased through the SEND budget or are purchased/loaned by Outside Agencies.
	Ensure appropriate deployment of learning support assistants /TAs to facilitate access to all aspects of the curriculum by disabled pupils and those with SEND.	SLT	Ongoing	SEND budget & LA funding for SEN	Pupils with an EHCP have allocated LSAs according to the funding banding confirmed within it. All other SEND intervention groups are recorded in year groups and are monitored by Year Group Leaders and the SENCo.
	Ensure pupil grouping within the classroom and peer support is used effectively to maximise inclusion for disabled pupils and those with SEND.	Class Teachers	Ongoing		This is monitored by the HT, Year Group Leaders and SENCo during lesson observations and learning walks.
	Ensure that ICT within the classroom and on the school's Learning Platform is used effectively to maximise inclusion for disabled pupils and those	ICT co-ordinator, SENCO & Teachers	Ongoing		Provision is made for those pupils with sensory issues in class with ICT under the guidance of ICT PSSS.

	<p>with SEND.</p> <p>Ensure that all pupils have access to every part of the curriculum including school trips, class or year group assemblies, Sports Day, clubs, and Pupil Panel.</p>	SENCO	Ongoing	<p>Needs of specific pupils are carefully considered before school trips and extra adults are taken to support specific pupils where necessary. These, as well as any extra requirements, are included in the risk assessment completed prior to the trip. Specific pupils have their own risk assessment plans for trips or for off site activities such as swimming. Other activities are also carefully considered by class teachers and SENCo in order to allow for all children to access every part of school life. Children on reduced timetables are invited in to school for specific activities (e.g. workshops, class cube jar treats) that they would otherwise miss.</p>
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2.Improving Access to the Physical Environment of the School					
Objective	Action	Person/ Team Responsible	Time Scale	Resources	Monitoring
To ensure that the school environment is accessible to all pupils	Ensure that all areas of the school are accessible to learning and accommodate the needs of disabled pupils e.g. there is enough space for pupils with mobility difficulties to move around, quiet spaces, appropriate seating and lighting for visually and hearing impaired pupils.	Head, SENCO, H&S Governor	Ongoing	SEN budget & LA funding for SEN	All classrooms with pupils with a disability are checked and monitored by the inclusion manager, SENCo and where necessary PSSS/OT. All classrooms are currently accessible by all pupils with disabilities. We have a large disabled toilet available to assist pupils with toileting needs. As a school we are fully committed to making reasonable adjustments, in conjunction with the Local Authority where appropriate.
	Review the school environment as a whole for accessibility e.g. water fountains, playground, toilets, access doors and gates, ramps and steps.	H&S Governor	Termly H&S Inspection	School premises budgets/ LA funds	Health & Safety and fire risk assessment checks are regularly carried out to ensure the school environment is safe. Disabled pupils will be given a PEEP (Personal Emergency Evacuation Plan) or have specific instruction included on a risk assessment (as advised by PSSS).
	Ensure that there is a transition plan for pupils entering reception who have a disability, SEND or medical need to enable them to adapt to school; liaising with parents/carers, feeder nurseries and outside agencies where appropriate.	SENCO, Early Years YGL/CT	Ongoing		Transition meetings are held with parents, outside agencies and nursery providers with pupils who enter the school with SEN or medical needs. TAF (Team around family) meetings are set up as necessary.
	Ensure that there is a transition plan for Year 2 pupils who have a disability, SEND or medical need; liaising with parents/carers, receiving schools, SENCO and outside agencies where appropriate.	SENCO, Yr2 Year group leader/CT	Ongoing		Transition arrangements are in place for Y2 pupils information to be shared with the Year 3 class teacher and SENCo depending on the child's need and issue.

3. Improving the Delivery of Written Information to Disabled Pupils					
Objective	Action	Person/Team Responsible	Time Scale	Resources	Monitoring
To provide written information/material in alternative formats	Ensure that school and class rules are displayed in sign/symbol format as well as in written form	All staff	Ongoing	School funds	School rules are displayed outside the school and inside for pupils to read. Class rules are located in each class. Visual symbols are used for specific pupils. Widget symbols are used around school.
	Continue to provide visual timetables in order to help all children understand the school day. Provide individual timetables for specific children e.g. Now/Next cards.	Class teachers SENCO	Ongoing		Visual timetables are used in all Key Stage 1 classes. Individual now/next boards are used with high needs children across the school and with all children in The Nest. Enlarged copies of documents will be made at the appropriate font size whenever necessary and we also use technology e.g iPADS to support the delivery of lessons to our pupils whenever possible. For certain pupils, specific SEND ICT equipment is loaned to school.

Written By: Karen Lita

Date: Autumn Term 2024

Ratified by

On behalf of the Governors

Date to be reviewed: Autumn Term 2025

Date: