



Accessibility Plan 2022-25

The dates provided on here are an estimate. If there is a specific need identified then these timescales may be shortened.

Issue	Action	Success Criteria	Time Scale	Monitoring
Physical Environment				
Access to Nursery area	To ensure staff in Nursery are made available should children need to access this area from other parts of the school.	Pupils to access the nursery area	Ongoing	HT/ RCH
Equality and Inclusion				
Training for relevant staff and first aiders in use if medications to aid full participation	Epilepsy and school nurses to deliver annual training	All staff understand their responsibilities and children are able to participate in all areas of the school curriculum.	Ongoing	RAR/ HT/ SH/ LD
Raise staff awareness of disabilities whenever appropriate.	School to seek advice from experts when necessary. Consider needs of specific pupils, both for school and off site activities. Have fact to face consultation with individual parents and children. Promote disability, equality via: meetings, P4C, PSHE Assemblies – celebrating difficulties.	All staff aware of issues. Detailed information and support available and passed on by staff. Increased whole school awareness of catering for pupils with a disability.	Ongoing	HT/ RAR
Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities	Through planning. Pre trip visits, risk assessments, trip forms	School trips and residential visits are accessible to all pupils	Ongoing	EVC/ HT
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed half termly by SENCo	SENCO Class teachers



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	To use Chadsgrove Outreach to provide guidance and equipment for children e.g. Specialist chairs in classroom, lunch hall, ipad loan, toilet frame in Reception.	Children are able to participate fully in daily school life as independently as possible.		
Identify any barriers to participation for disabled pupils who join the school	Ensure transition arrangements include seeking advice from relevant support agencies.	Children will be able to access all areas of school life	When appropriate	RAR
To encourage an awareness of sports for all.	Children encouraged to participate in disabled access sports e.g. Boccia etc.	Raised participation for SEND children All children feel included in sports. Children's awareness of disability in sport is raised.	Ongoing	RAR
Curriculum				
Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas. Simplified language, signing, pictures, symbols, photographs, visual timetables, task management boards etc are used as appropriate.	Curriculum is fully accessible for all pupils.	Ongoing, reviewed half termly	RAR/ class teachers
Increase confidence of all staff in differentiating the curriculum	School offer strategy introduced Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation	Raised staff confidence in strategies for differentiation and increased pupil participation	Ongoing, reviewed half termly	RAR/ HT
Add adjustments to planning as they are made aware of individual needs, including disability awareness for pupils.	Identify any barriers to participation for disabled pupils who join the school, seeking advice from relevant support agencies. Raise awareness of all pupils.	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Pupils become more aware of disability and understand the concept of including everyone.	Ongoing, reviews half termly	RAR/ HT
Written Communication				



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To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	When needed and appropriate	HT
To ensure that parents who are unable to attend school, because of a disability, can access events such as parents' evenings.	Staff to hold parents' evenings by phone or send home written information. Discuss arrangements if they wish to attend	Parents are informed of children's progress. Parents can attend events by being offered appropriate support	When needed and appropriate	HT