

# Accessibility Plan 2025-27

Issue	Action	Success Criteria	Time Scale	Monitoring
<b>Physical Environment</b>				
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 / Early Years Lead / Lead Nursery Practitioner
<b>Equality and Inclusion</b>				
Training for relevant staff and first aiders in use of medications to aid full participation	Diabetic, 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	HT / Office Manager / First Aid Lead
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 face-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	Ongoing	HT / SLT / SENDCo / First Aid Lead

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		awareness of catering for pupils with a disability.		
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, e.g. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills	Reviewed half termly by SENCo	SENCO / Class teachers
To use Chadsgrove Outreach, to provide guidance and equipment for children	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	HT / SLT / SENDCo / First Aid Lead
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	Ongoing	HT / SLT / SENDCo / PE Lead

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		sports. Children's awareness of disability in sport is raised.		
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	HT / SLT / SENDCo
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	HT / SLT / SENDCo
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.	Ongoing, reviewed half termly	HT / SLT / SENDCo

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		Pupils become more aware of disability and understand the concept of including everyone.		
<b>Written Communication</b>				
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 / Office Manager
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 / Office Manager