



Area	Currently	Next Steps / Sustainability and Responsibility	Impact / Success Criteria	Allocated Funding / Resources
Access to the Physical Environment				
Physical access to all areas of the school environment.	Main building is all on one level with wide doors. Oak Suite and Community Room have accessibility ramps. Fully wheelchair accessible site, pathways, buildings and exits, including those in which need to be used in an emergency. Allocated disabled parking in car park.	<u>Next Steps:</u> <u>Sustainability:</u> Maintain good access to the school via pathways and car park. <u>Responsibility:</u> HT CoG SENCo	The school is fully accessible to all members of the school community with a physical disability	
Access to disabled facilities.	Disabled toilet access throughout the school. Large disabled toilet with raised changing surface in the Y6 area. Personal 'emergency' bag stored in the nearest disabled toilet.	<u>Next Steps: / Sustainability</u> Toilets to be kept clear of unnecessary <u>Responsibility:</u> CT Cleaners Site manager	All staff are better equipped to provide wave 1 support to children in their class.	
Safe and appropriate storage of specialist equipment	All specialist equipment in use is stored in designated areas of the classroom or phase area.	<u>Next Steps: / Sustainability</u> <u>Responsibility:</u> Class Teacher SENCo		
Training for use regarding specialist equipment.	Staff supporting disabled pupils are trained to use specific equipment, where manual handling is used it is risk assessed.	Train further support staff meeting the needs of disabled pupils requiring specialist equipment.	All staff supporting disabled learners are fully trained	
Suitability of the physical environment for visually impaired learners.	Whole school environment has been assessed by low incidence team and adjustments made to the physical	<u>Next Steps: /Sustainability:</u> Ongoing visual checks <u>Responsibility:</u>		



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Accessibility Plan

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	environment. Classrooms are well lit. Automatic lighting in the Reception toilets.	Site manager to complete visual checks and report back to HT.		
Signage on all entrance and exit gates.	School clearly signposted from the road.	Next Steps: /Sustainability: Ongoing visual checks Responsibility: Site manager to complete visual checks and report back to HT.	School is clearly signposted from the road.	
School boundaries clearly demarcated and well maintained.	School site surrounded by railing/ fencing and hedges.	Next Steps: /Sustainability: Maintain boundary demarcation – hedging. Visual check of wooden fencing Grounds work completed as per schedule Responsibility: Site manager to complete visual checks and report back to HT. HT CoG S&H Lead	All areas of the school site are safely demarcated. All hedging and fencing will be in good repair Any concerns about the boundary fencing will be reported promptly and repaired.	
Footpaths and play surfaces will be well maintained	The footpaths have appropriate dropped curbs to enable easy access for pushchairs, wheelchairs and mobility scooters. Foot paths are wide to enable wheelchair/ mobility scooter access. Footpaths and play surfaces are free of trip hazards.	Next Steps: /Sustainability: Responsibility: Site manager to complete visual checks and report back to HT. HT CoG	All areas of the school site are safe. Any concerns about the footpaths and play surfaces will be reported promptly and repaired.	



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S&H Lead

Access to the Curriculum

All children have access to the curriculum differentiated according to need

There are clear policies for SEND and inclusion. The school offer is clear and details school policy and responsible staff. There are also clear Learning and teaching and marking and feedback policies and Pupil Premium policies. Staff seek to mitigate barriers to learning, make reasonable adjustments and recognise stable behaviours. Personalised learning plans are used to meet the needs of the individual. Pupils needs are discussed in termly Pupil Outcome Meetings

Next Steps: / Sustainability:

Ongoing review of curriculum intent, implementation and impact, mitigating barriers to access
Review policies with stakeholders
Ensure staff are trained in specific areas in order to support the needs of the children in their cohort.
Continue to use pupil voice to develop provision for pupils with SEND.
Continue to develop the range of resources available to support children

Responsibility:
HT
SENCo
Class teachers

All learners have full curriculum access appropriate to their needs and abilities.



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<p>The learning environment is accessible</p>	<p>Classrooms use communicate in print for signs for whole class and individual visual timetables. Individual workstations where required. There is an interactive whiteboard in every classroom. The learning environment is adjusted in order to support the needs of individuals. Behaviours for learning is supported by the schools 'Behaviour Policy'. Classroom resources are clearly labelled to support pupil independence.</p>	<p>Next Steps: /Sustainability: Ongoing to meet the needs of the pupils Buy up-to-date communicate in print with additional ASD package. Responsibility: HT SENCo Class teachers</p>	<p>All learners have access to the learning environment and are supported appropriately.</p>	
<p>There is equal access to sporting opportunities and the PE curriculum</p>	<p>Staff are given advice and support from external agents on adjustments to be made to ensure equality of opportunity. Sports equipment recommend for pupils with additional needs purchased and incorporated into QFT Participations in sporting events organised for pupils with additional needs. Assemblies highlighting professional athletes with and without disabilities encouraging participation in sport.</p>	<p>Next Steps: /Sustainability: Working within current COVID guidelines, continue to participate in sporting events organised for pupils with additional needs. Continue to develop the role of the Sports Ambassadors. Continue to promote participation in sport to pupils with additional needs with the use of inspirational athletes. Responsibility: PE Lead.</p>	<p>Learners with Physical disabilities have access to a suitable, challenging and motivating PE curriculum.</p>	



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<p>Pupils with additional needs participating in school trips and other offsite activities</p>	<p>Individual risk assessments completed and shared with parents/carers 1:1 support if/when required</p>	<p>Next Steps: /Sustainability: Working within current COVID guidelines, continue to look for opportunities to enhance and enrich the curriculum for all pupils Responsibility: All subject leads</p>	<p>Pupils with additional needs will participate in offsite visits.</p>	
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Health and Medical needs

<p>Care Plans and Intimate Care Plans are completed and submitted for those children who need them to enable them to participate in school life</p>	<p>SENCO/ teachers / medical services and parents meet to complete and develop a plan for children. Personal 'emergency' bags kept in discrete / easy access place.</p>	<p>Next Steps: / Sustainability: Input from parents/carers and Medical team currently supporting the child. Responsibility: Mrs Adams monitors SENCO</p>	<p>Pupils physical and mental wellbeing are met enabling them to fully participate in school life. Staff feel confident about their role in supporting vulnerable children</p>	
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ACCESS TO INFORMATION

<p>Information is communicated to parents and carers through a variety of means.</p>	<p>Information can be accessed through: A wide variety of written forms, newsletters, flyers and posters. On screen, the school website, Sharing of information verbally, discussions and meetings with school staff. Signposting to DSPL2 website Messages sent via Marvellous Me</p>	<p>Next Steps: /Sustainability: Develop non- written communication methods for parents and carers with additional needs. Continue to support parents with literacy needs via SFW</p>	<p>Parents and carers are fully informed of school, news, policy and practice.</p>	
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