

Accessibility Plan

Deykin Avenue Junior and Infant School



Dates: April 2023 - April 2026 (to be reviewed annually)

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Impact	Timescale
		How?	Who?	Resources		
To continue to develop inclusive practice, through staff training and development.	C,E,I	Quality First Teaching – differentiation / support	Class teacher	Training PPA time SEND monitoring Practical apparatus Visual prompts	Children access school happily, confidently & safely Staff are confident in supporting children with a range of access difficulties	Ongoing Responsive to specific identified needs in school
		Targeted support – advice from specialists in cognitive support Eg. PSS	CT/TA SENDCo PSS Ed Psyc	Outside agency hours Staff training Intervention time		
		Support for children with communication difficulties Eg. S&L / ASC	CT/TA SENDCo CAT SALT	1:1 support assistants Outside agency hours Staff training Intervention time		

		Support for children with social, emotional and mental health difficulties	SENDCo Ed Psyc Learning Mentor (LM)	PSHE Curriculum Emotional Check ins (LM) Regular parental liaison	
		Support for staff and families with social, emotional and mental health difficulties	Mental Health Lead Parent Pupil Support Worker (PPSW)	Emotional Check ins Regular parental liaison	

<p>To continue to improve and maintain access to the physical environment of the school.</p> <p>To be aware of the access needs of children, staff, governors and families/ carers with disabilities which may impact on their ability to access the school environment (e.g. a physical difficulty, visual impairment etc</p>	C,I	Accessible parking on school site	HT Site Manager	Finance Environmental checks Equipment / contractors	Pupils, families and staff with physical disabilities can attend site confidently and safely	Ongoing Responsive to specific identified needs in school
		On-going maintenance of non-slip surfaces on ramps	HT Site Manager			
		Regular checks to ensure exterior lighting is working	Site Manager HT			
		Black/Yellow hazard tape/cones/ barriers to raise awareness of a hazard	Site Manager HT			

To continue to develop and improve links with all families		On-going maintenance of disabled facilities Eg: toilet/ parking space/ ramp	Site Manager HT			
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		Personalised access plans / risk assessments to ensure safe access for staff/pupils with physical disabilities	SENDCo / Medical Needs Coordinator HT Site manager	Support services – PDSS / SS / School nurse / medical professionals	Pupils with accessibility difficulties will have their needs met and will be able to attend school safely and confidently	Ongoing and responsive to specific needs. Monthly newsletter reminders for families.
Personal alert card to reflect any accessibility needs and provision in place for the child – to be shared with all relevant staff	SENDCo CT HT Medical Needs Coordinator (MNC)	Meetings with families Time for staff to ensure information is shared				
Monthly reminders in the newsletter / Dojo to families to let us know if they have difficulties accessing the school environment	SENDCo	Newsletters / communication system				

To continue to develop the capacity of support staff through training and performance management in order to make best possible provision for children and young	C,I,E	Training – ongoing and responsive to specific need Performance management – relevant target setting which continues to improve pupil progress and participation	HT DHT SENDCo Outside agencies	Funding for CPD and training. Release time for training purposes.	Support staff will be confident to support the specific needs of our pupils in school	Annual performance management meetings
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Ensure all disabled people can be safely evacuated	C, E, I	Ensure evacuation procedures are in place in personal accessibility plans	HT Site Manager CT SENDCo MNC0	Personal evacuation plans Time to meet with families to gather information and share plans Time for staff to share information with relevant staff	Personal plans will be in place for anybody who requires them Children and staff will evacuate safely Children and staff with accessibility difficulties will feel safe in school	Ongoing and responsive to specific needs A least annual review of personal plans
		Ensure there are evacuation plans in place for any staff members with access difficulties	SENDCo Site manager HT MNC0			
		Ensure all staff, pupils and visitors are aware of the accessible exits in case of evacuation- fire drills and verbal reminders	All staff			

		to families/visitors when on site.				
		Ensure all staff know they are responsible for knowing the evacuation procedure for the children in their care.	All staff			

		Ensure risk assessments are in place for staff and pupils with additional needs or disabilities	SENDCo / Medical Needs Coordinator / HT			
All school visits, trips and extra-curricular activities needs to be accessible to all pupils.	C I E	Ensure venues, transport, after school clubs are vetted for suitability and risk assessed if necessary	EVC coordinator CT SENDCo HT/ DHT External Sports coaches.	Release time to visit venues Transportation costs	Staff and children can be included in all school has to offer in a safe and inclusive way	Ongoing – in place for each individual trip / visit

Rigorous risk assessments in place for any trip off site <u>at least one week</u> prior to the trip taking place
Ensure the staff responsible for extra curricular clubs/ activities are aware of each individual child's needs/disabilities.
Ensure the environment utilised for extra curricular clubs/ activities is appropriate, safe and risk assessed for any children with SEND

All areas of the curriculum are tailored to individuals' needs, ensuring it is accessible to all pupils.	C	Staff should make explicit adjustments, to allow for pupils to participate fully in the activity.	CT Subject Leaders SENDCo HT/DHT	PPA time Discussions with SENDCo/outside agencies	Children with accessibility difficulties have access to a broad and balanced curriculum that caters for their individual needs and therefore experience success.	Weekly
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By focusing on this objective are you?	Accessibility code
Increasing the extent to which everyone can participate in the school curriculum?	C
Improving the physical environment so everyone can take advantage of education?	E
Improving the delivery of information so that it is accessible to everyone?	I

CT	Class Teacher	EVC	Educational Visits Co-ordinator
TA	Teaching Assistant	Ed Psyc	Educational Psychologist
SENDCo	Special Educational Needs Co-Ordinator	HT	Head Teacher
SLT	Senior Leadership Team	CAT	Communication and Autism Team
SALT	Speech and Language Therapist	PDSS	Physical Disabilities Support Service
SS	Sensory Support (Hearing & Visual Impairment)	SN	School Nurse
PSS	Pupil and School Support	LM	Learning Mentor
MNCo	Medical Needs Coordinator	PPSW	Parent Pupil Support Worker