**Accessibility Plan**

**Deykin Avenue Junior and Infant School**

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| **Dates: From April 2023 -April 2026 (To be reviewed annually) Reviewed June 2023 Reviewed November 2023** |  |

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| **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 |  |  |

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| To continue to improve and maintain access to the physical environment of the school.    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    To continue to develop and improve links with all families | 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 |
| On-going  maintenance of  disabled facilities Eg: toilet/ parking space/ ramp | Site Manager  HT |
|  |  | Ensure families are able to access information on the school website through the Google Translate button and ensure families are aware of this | HT  SENDCo  Office Staff  Network manager | Information leaflet shared with all families through Dojo and newsletter (at least annually) |  |  |

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|  |  | Personalised access  plans / risk assessments to ensure safe access for staff/pupils with physical disabilities |  |  | 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. |
| SENDCo / Medical Needs Coordinator  HT  Site manager | Support services – PDSS / SS / School nurse / medical professionals |
| 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  (MNCo) | 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  MNCo | 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  MNCo |
| Ensure all staff, pupils and visitors are aware of the accessible exits in case of evacuation- fire drills and verbal reminders to families/visitors when on site. | All staff |
| Ensure all staff know they are responsible for knowing the evacuation procedure for the children in their care. | All staff |

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| 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 **at least one week** 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 |
| To meet the individual needs of our complex learners. |  | Procedures for intimate care have been reviewed and new documents are in place for staff and parents. |  | | HT/DHT  SENDCo  Classroom Staff | Changing mat  Private space  School sanitary equipment  Staff Changing Log  Parental Consent form (annex A of Intimate Care Policy) | Children with intimate care needs have their needs met in a respectful way that enables them to access the school environment safety. Parents are informed of the support in place for their child’s intimate care needs. | As required |

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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 |

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| **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** |