**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 CurriculumEmotional Check ins (LM)Regular parental liaison  |
|  |  | Support for staff and families with social, emotional and mental health difficulties  | Mental Health LeadParent 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  | HTSite 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  | HTSite 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 | HTSENDCoOffice StaffNetwork 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 HTSite 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 HTMedical 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 DHTSENDCo 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  | HTSite Manager CT SENDCoMNCo | 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 managerHTMNCo |
| 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 SENDCoHT/ DHTExternal 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 LeadersSENDCoHT/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/DHTSENDCoClassroom Staff | Changing matPrivate spaceSchool sanitary equipmentStaff Changing LogParental 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** |