



Accessibility School Action Plan 2021 – 2024

Action	Responsible Person(s)	Time frame	Resources	Success Criteria
AWARENESS AND COMMUNICATION <ol style="list-style-type: none"> 1. Provide training for staff on accessibility issues; 2. Ensure clear lines of communication between staff and stakeholders; 3. Concerns are raised and recorded as necessary; 4. Use interpreters for meetings when necessary 5. Translate documents into other languages as appropriate; 6. Ensure staff have access to policies: <ul style="list-style-type: none"> • SEND • Inclusion • Assessment • Behaviour & Discipline • Anti-bullying • Racial Equality • Health & Safety • Fire Safety • Evacuation Plan • Lockdown • Accessibility Plan 	Inclusion Leader	On-going	Time at meetings	<ul style="list-style-type: none"> • Staff are aware of accessibility issues and are able to successfully resolve difficulties; • Minutes of meetings to identify issues and action to be taken; • All stakeholders to receive copy of minutes; • Parents able to access information through interpreters and translation of documents into other languages; • Policies can be accessed on the Staff Shared Drive and are regularly monitored.
GATHERING & USING INFORMATION To use data effectively to identify:	Inclusion Leader, SLT, SENCo, EAL & EMA Manager,	Analysis of questionnaires to be carried	Information from: Parents;	<ul style="list-style-type: none"> • Information gathered from parents and visitors prior to meetings so that appropriate provision is made for access;



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<ul style="list-style-type: none"> • Pupils and staff with medical needs; • Pupils, staff and visitors for whom physical access to the building could be problematic; • Pupils with special learning, emotional and social needs; • Pupils who are vulnerable e.g. 'Looked After', travellers, pupils on Child Protection register; • Pupils who are underachieving. 	Office Manager, Site Manager Caretaker	<p>out February 2022.</p> <p>Review pupil data Autumn term;</p> <p>Ongoing assessments and tracking of pupils' progress;</p> <p>Office staff seek information re accessibility when appointments are made.</p>	<p>School Health Adviser; Social Workers; EWO; Class Teachers, TAs & LSAs; SENCo; Office Staff.</p> <p>Documents: Admission documents; IEPs & EHCPs/ Statements; Medical protocols; Assessment information; Pupil performance data; School statistical information; Pupil, staff, parent questionnaires</p>	<ul style="list-style-type: none"> • Biennial questionnaires to pupils, parents and staff collect information about access; • Effective induction for new pupils and staff; • The educational needs of pupils with physical needs is not impeded due to issues around access to resources; • Medical needs are met through following protocols; • A multi-agency approach is used where necessary; • Assessment information is used to plan lessons; • Pupils' progress is effectively tracked to ensure all pupils are making good progress and if not appropriate steps will be taken; • The needs of vulnerable pupils are effectively monitored.
<p>ACCESS TO LEARNING To improve access to learning by:</p> <ul style="list-style-type: none"> • Being aware of different types of SEND • Being aware of medical needs and their impact on learning • Review assessment procedures 	All staff	Ongoing	<p>PPA time; Advice from SENCo, Phase Group Leaders and Subject Leaders</p>	<ul style="list-style-type: none"> • Differentiated lesson plans informed by assessment information; • Lessons include different learning needs; • Resources are accessible and meet the requirements for pupils' special needs; • SEND pupils and early learners of English are effectively supported in lessons;



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<ul style="list-style-type: none"> • Understanding different learning needs • Identifying appropriate learning resources • Effectively monitor behaviour, e.g. bullying, inequality, racist behaviour • SATs support for SEN pupils • Support for pupils with English as an Additional Language 				<ul style="list-style-type: none"> • Reviewing policies for behaviour and discipline, gender inequality and anti-bullying; • Rewards and sanctions are appropriate for the behaviour and the pupil; • All bullying and instances of inequality are dealt with promptly and successfully resolved.
<p>PHYSICAL ACCESS To ensure that all pupils, staff and visitors have physical access to the building.</p>	<p>Head Teacher Site Manager Caretaker</p>	<p>Ongoing</p>		<ul style="list-style-type: none"> • A lift is provided for pupils, parents and visitors with mobility needs • Toilet facilities for the disabled are clearly labelled • All pupils, staff and visitors are aware of the Evacuation Plan • Personal Emergency Evacuation Plans (PEEPs) will be completed where necessary • An evacuation chair is available for pupils with mobility needs

Agreed by Governing Board:
Review Date:

Autumn Term 2021
Autumn Term 2024



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PERSONAL EMERGENCY EVACUATION PLAN

Name (Employee or Pupil)	
Job Title / Year Group	
Building	
Floor	
Room/Area	

AWARENESS OF PROCEDURE

The pupil/employee is informed of an emergency evacuation by:

Existing alarm system	<input type="checkbox"/>	
Other (please specify)	<input type="checkbox"/>	

Other means of notification of an emergency evacuation (if applicable):

DESIGNATED ASSISTANCE

(The following people have been designated to give me assistance to get out of the building in an emergency).

Name & Job Title	
Name & Job Title	



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METHODS OF ASSISTANCE

(e.g.: Transfer procedures, methods of guidance, etc.)

EQUIPMENT PROVIDED (including means of communication):

EVACUATION PROCEDURE (Please tick relevant box below):

Employee / Pupil Timetable attached ☐

PEEP copied to all relevant staff for evacuation purposes ☐

ALTERNATIVE ROUTE(S):

THOSE RESPONSIBLE FOR IMPLEMENTING AND APPROVING THE PLAN

(If the plan is for a pupil, parental approval and agreement is required)

PARENT'S NAME:
(If applicable)

PARENT'S SIGNATURE:
(If applicable)

DATE:

EMPLOYEE'S NAME:
(Responsible for the plan)

EMPLOYEE'S SIGNATURE:

DATE:

The plan will be reviewed annually or sooner if there are any changes which may affect the current arrangements.