

Stanford Junior and Infant School



ACCESSIBILITY PLAN

*“Living Together,
Learning Together”*

Adopted by Governors – March 2018
Last Review – June 2021
Review due – March 2024

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including, trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Time scale	Responsibilities	Success Criteria
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year	To identify pupils who may need adapted or additional provision	May to July annually	HT EYFS Leader and teachers	Pro vision set in place ready for when the child/ren start school
To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	Ongoing as need arises	HT & Deputy/ SENCo	Provision set in place ready for when the child/ren start school
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT & Governors	All policies clearly reflect inclusive practice and procedure
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families.	Ongoing	SLT and all teaching staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	Ongoing	SLT/ SENCo, all teaching staff and outside professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear	Ongoing	SLT, SENCo and all teaching staff, extra-curricular service providers and educational visits settings	Evidence that appropriate considerations and reasonable adjustments have been made

	and that staff are capable of carrying them out.			
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Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Time scale	Responsibilities	Success Criteria
Improve the physical school environment	The school will take account the needs of pupil's with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings .	Ongoing	SLT, site manager and governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plan for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that act ion s, including emergency, evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENCo, all teaching staff and site manager	AS full as possible inclusion for all pupils. Sal evacuation in an emergency.

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Time scale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats Access arrangements are considered and put in to place for statutory testing	Ongoing	SLT, teachers, admin team and SENCo	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.

Signed By



Chair of Governors:

Date: July 2021 – By email



Headteacher:

Date: July 2021 – By email

Review Date	Amendments	Approved Date
February 2018	Plan Written	13/03/18
June 2021	Policy Review	July 2021 - By email