



ASTON ON TRENT PRIMARY SCHOOL



ACCESSIBILITY PLAN 2021-2024

Approved by Full Governor Committee on 21 November 2022

Minute No: 92/22

This plan has been impact assessed in the light of all other school policies.

Signed:

Print Name: C Jones

Governor

Date: 21.11.22

Signed:

Print Name: S Moore
Headteacher

Date: 21.11.22

ASTON-ON-TRENT PRIMARY SCHOOL

ACCESSIBILITY PLAN

2021 - 2024

IMPROVING ACCESS TO THE CURRICULUM

Target	Action	Lead Responsibility	Resources and costing	Performance Indicators/Exit criteria	Monitor and Review	Evaluation
SHORT TERM	Planning in all year groups is differentiated and resources available to aid children if required.	Class Teachers and Teaching Assistants support children in class.	Everyday resources available in school e.g. pencil grips, triangle pencils, visual timetables. Links with SSSEN/SEN Services for additional resources and support.	Children will make good progress from their starting points in terms of value added. Children will have access to equipment if required.	Headteacher/ Literacy and Numeracy Coordinators to collect weekly and half termly planning. Check for differentiation.	Evidenced in planning GRIP/EHCP in place for some pupils.
	To continue to liaise with outside agencies to ensure the school has adequate provision of new resources/ materials available.	Headteacher/ SENCO	To be aware of the needs of children prior to entry and resource any major items if possible before entry.	Children with any disability on entry to school will have provisions made for them in terms of access to the curriculum e.g. larger print text.	Headteacher/ SENCO Ongoing review, as and when required.	Disability Alliance, Speech and Language programmes supporting individual pupils.
	To continue to offer a wide range of inclusive extra curricular clubs/ visits.	Headteacher/ SENCO	Costing implications with some clubs, dependent on providers. Resources available must meet the needs of the children attending the club.	The school will have a range of clubs which are accessible to all children.	Headteacher/ PE Coordinator Termly review.	Wide range of Clubs on offer for all pupils.

Target	Action	Lead Responsibility	Resources and costing	Performance Indicators/Exit criteria	Monitor and Review	Evaluation
SHORT TERM	To use and consistently apply a range of teaching strategies (Visual, Auditory and Kinesthetic) to aid different learning styles.	Class teachers and Teaching Assistants.	No cost implication unless new equipment/ training is required. SSSEN Support & Guidance	All children will have their needs met and be able to access the curriculum in the way that they learn best.	Teachers will have the responsibility to offer this in their class. Headteacher to observe the range of strategies used in classes.	Range of strategies used evidenced in Learning Walks and Observations.
	To have laptops/ iPads available in classes to aid learning if required.	Class Teacher	Laptops and iPads are available. Some SEN pupils are provided with their own laptop or iPad.	Children will use these for completing work if required.	This will be identified on an MEP/GRIP/EHCP. This will be monitored by the class teacher and teaching assistant supporting the child.	A number of pupils have access to their own laptops or iPads to support learning.
	Specific Risk Assessments will be carried out on a regular basis for any special events and or visits to ensure access to all outside learning activities.	EVC/Class teacher	Risk Assessments /Pre-visits	All risk assessments for any events will be complete and available. All children regardless of disability will be able to access event.	All Risk assessments completed, signed by all staff/parents attending and filed in Educational Visits Risk Assessment Folder in the office.	On-going.

Target	Action	Lead Responsibility	Resources and costing	Performance Indicators/Exit criteria	Monitor and Review	Evaluation
MEDIUM TERM	To continue to work with the SEN team to ensure children have access to the curriculum and all physical activities.	Headteacher/ SENCO	Time for headteacher to meet with professional to discuss provision and services available. Costings for resources as and when required.	Updated information available in school for all staff, enhanced learning for all.	Ongoing as required.	SSSEN have provided considerable support with pupils this year.
LONG TERM	To examine the curriculum map for the school and identify accessibility to the curriculum and adjustments that are needed.	Headteacher/ SENCO	Staff meetings.	There will be adequate provision identified on the map for any children requiring adjustments to their education.	When a child is due to start school who will require significant adjustment to access the curriculum. Headteacher and SENCO to monitor implementation.	On-going for individual pupils.
	Resources for children with specific disabilities to enable them to access the curriculum inclusively.	Headteacher/ SENCO/Class Teachers and Teaching Assistants	Equipment required for a specific disability, advised by outside agencies.	Child/children will have equal access to the curriculum.	Headteacher/ SENCO	Theraplay, Disability Alliance to support learning.

IMPROVING THE PHYSICAL ENVIRONMENT

Target	Action	Lead Responsibility	Resources and costing	Performance Indicators/Exit criteria	Monitor and Review	Evaluation
SHORT TERM	Clear access in and around classrooms so that a wheelchair can move easily around the furniture.	Class teachers/ Teaching assistants		Clear access around the classrooms will be identified during the termly health and safety checks in school.	Headteacher Caretaker Health and Safety Governor School Business Officer	Annual Health and Safety Report
	Clear corridors from obstructions and hazards for wheelchair users and children/ adults with impaired vision.	Class teachers/ Teacher assistants		Clear access in and around corridors will be identified during the termly health and safety checks.	Headteacher Caretaker Health and Safety Governor School Business Officer	Pupils seated in class to enable best view of Teacher and Smartboard.
	Maintain efficiency and testing of alarm for auditory.	Headteacher Caretaker Health and Safety Governor School Business Officer		Systems are tested regularly with the children and as an alarm test taken by the caretaker.	Formal drills are carried out three times a year. These are recorded in the relevant file and stored in the office. The caretaker completes reviews as an ongoing task.	The alarms are tested on a rolling programme each week.

IMPROVING THE PHYSICAL ENVIRONMENT

Target	Action	Lead Responsibility	Resources and costing	Performance Indicators/Exit criteria	Monitor and Review	Evaluation
MEDIUM TERM	To install visual alarm system.	Headteacher Health and Safety Governor School Business Officer	Option one funding/ devolved formula capital.	System in place for hearing impaired children.	Headteacher Governor Caretaker	Partial visual alarm system installed by DCC 2018.
	Provide ramp access to the Reception class, KS1 and KS2 entrances and remove the step access.	Headteacher Governor School Business Officer	Option one/ devolved formula capital	Improved access for all children during the school day.	Headteacher Governor Mrs Smith	On-going.

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

Target	Action	Lead Responsibility	Resources and costing	Performance Indicators/Exit criteria	Monitor and Review	Evaluation
SHORT TERM	To continue to ensure written materials/ information can be provided in a range of formats if required e.g. large print, Braille etc.	Office staff Class teachers	Support of outside agencies as and when required.	Access to all written information for all pupils and parents/ carers. General correspondence available on the website	Headteacher/ SENCO/Mrs Smith	Website and Parenthub app now in use.
MEDIUM TERM	To develop awareness of the Outside Agencies that can provide alternative forms of written information.	Headteacher/ SENCO	Time to meet with outside agencies.	Contacts list of those who can provide the information required. Disseminate to all staff.	Headteacher/ SENCO	On-going.
LONG TERM	To build a bank of written materials as resources for children to access the curriculum in other ways.	Headteacher/ SENCO	Time to meet with outside agencies.	Resources in place within school to be used as appropriate.	Headteacher as and when necessary.	SEN Resources continually updated.