



Accessibility Plan

3-year plan

2023-2026

Review: Annually

Next review: January 2024

Happy United Inspired

Accessibility Plan

This is the access plan for Shenley Primary School, which has been created after reviewing all aspects of the school site and the SEN policy. It addresses and looks at options for improving accessibility within existing arrangements. The school will monitor the implementation of the plan at least annually and keep under review the access needs of the school.

The school first considers three areas:

- Delivery of the curriculum
- The design of the school to meet the needs of all
- The delivery of materials in different formats

This list has been used to help us identify barriers to access that may exist in our school. The list is not exhaustive, but encourages a more flexible approach to the further questioning of the accessibility.

Section 1: How does your school deliver the curriculum?

	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X	
Are your classrooms optimally organised for disabled pupils?	X	
Do lessons provide opportunities for all pupils to achieve?	X	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	
Are all pupils encouraged to take part in music, drama and physical activities?	X	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	X	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	X	

Do you provide access to computer technology appropriate for students with disabilities?	X	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X	
Are there high expectations of all pupils?	X	
Do staff seek to remove all barriers to learning and participation?	X	

Section 2: Is your school designed to meet the needs of all pupil, staff and visitors?

	Yes	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all?	X	
Can wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	X	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X	
Are emergency and evacuation systems set up to inform ALL pupils, staff and visitors including pupils with SEN and disability; including alarms with both visual and auditory components?	X	
Are non-visual guides used, to assist people to use buildings including lifts	X	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	X	
Are areas to which pupils, staff and visitors should have access well lit?	X	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment? Is furniture and equipment selected, adjusted and located appropriately?	x	

Section 3: How does your school deliver materials in other formats?

	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	X	
Do you ensure that information is presented to groups in a way that is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	X	
Do you have the facilities such as ICT to produce written information in different formats?	X	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	x	

Action plan:

Targets	Who? What?	Strategies	Timeframe	Success criteria
Short term targets				
<u>Curriculum</u> All staff to be aware of the need for ensuring school is accessible for all, physically and through the curriculum	Conversations with staff – updates in briefings, staff or phase or support staff meetings	To be vigilant and reflective to support all learners. Positive attitudes to accessibility for all	Ongoing Discussions termly with SLT	All staff have a positive attitude to ensuring the accessibility to all. To be vigilant and reflective to support all learners.
<u>Curriculum</u> The school will use resources tailored to the needs of pupils who require support to access the curriculum.	DHT SENDCo	Access arrangement to meet individual needs when taking tests etc. will be applied for and support provided where necessary across the whole school Deputy Headteacher/SENDCo will ensure appropriate testing and reports are provided in order to apply for access arrangements.	Ongoing	All pupils will have their individual needs met and any barriers to achieving their full potential will be addressed

<p><u>Curriculum</u></p> <p>All pupils should have access to appropriate curriculum resources within each classroom.</p>	SENDCo	<p>Ensure that all classrooms are equipped with a range of materials and resources to support learning.</p> <p>Displays (including aids for learning) are labelled in a font size where possible which can be read easily by VI pupils. Curriculum information for students is provided in a variety of ways and pupils can use a variety of ways to record their learning depending on needs.</p> <p>SENDCo to undertake classroom audit (including questioning pupils) around classrooms and advise teachers on accessible resources and displays Training provided for teachers where necessary following audit.</p>	<p>Spring Term 2023 and ongoing</p> <p>Results of audit are analysed and staff given advice.</p>	All pupils are able to read the “working walls” from their tables or have easy access to the walls and aids to support their learning.
The school ensures that all students have access to appropriate technology to support the delivery of the curriculum	<p>SENDCo</p> <p>SALT EP OT</p> <p>ICT technician</p>	<p>Investigate the use of assistive technology for children with SEND</p> <p>SENDCo to liaise with professionals and other settings to seek recommendations for appropriate hardware/software</p>	Ongoing	All pupils will have their individual needs met and any barriers to achieving their full potential will be addressed
<p><u>Curriculum</u></p> <p>The school will provide alternative ways for pupils to access the curriculum in the event of a short term medical issue i.e. broken limb</p>	<p>H&S lead</p> <p>SLT</p>	<p>Risk assessment in place to monitor the needs of the pupils</p> <p>ICT equipment to be used/lessons to be adapted</p>	Where appropriate	Staff will accommodate the needs of all pupils and they will be able to access all aspects of the curriculum

Medium term targets				
<u>Physical environment</u> The school will continue to check and maintain the accessibility of the site	Termly health and safety walk with a member of SLT and governor.	The site will maintain at the current standard and areas of development will be identified and planned for	On-going/ yearly	The school site will be maintained and reviewed to ensure access for all
Long term targets				
<u>Physical environment</u> The school's 5-year plan will incorporate improvements to the school building, including application for new gates, for an improved car park and pedestrian access to back entrance. This will take into account the needs of all uses and their disabilities.	H&S lead HT Governors LA	Application for funding for gates approved	2023 (apply for grant and plan for new gates)	Shenley school will have new electronics gates to secure the school carpark Pedestrian access to the school will be maintained and improved to ensure all have secure access to the driveway entrance.