

Accessibility Plan

Action	Led by	Success criteria	Monitoring Strategy	Review/ Due Date
In conjunction with the infant school, monitor the effectiveness of the electronic access on Sharrow Vale Road, Junction Road and Kirkstall Road, ensuring parents know that Junction Road is the main point of disabled access.	S.Reilly-Stitt	Disabled persons can access the school site easily.	Information from office staff and Inclusion Manager	September 2024
Review, source and replace the existing CCTV system to ensure wider coverage of exits and egresses to site.	S.Reilly-Stitt C.Wilcox	All access consistently visible to both schools.	Visual inspection once installed	July 2024
Review the cloakroom provision. Ensure children with sensory needs have access to an alternative place to keep their belongings.	M. Watson S.Reilly-Stitt C.Wilcox D.Preston	The number of children allocated to each cloakroom is based on the position of their year group classrooms. Gender neutral facilities are managed well. Classes have increased ownership of the tidiness of the cloakrooms Lost property is reduced. Children with sensory needs are able to manage their belongings independently.	Ongoing monitoring by class teachers, TAs and Premises Staff.	September 2024
Review staff disabilities	S.Reilly-Stitt	Teachers' disabilities and any reasonable adjustments identified . Personal Emergency Evacuation Plans (PEEP) are in place where necessary.	SIMs Report	September 2024 (new intake)
Review pupil and parent disabilities	D.Preston	Pupils' disabilities identified Priorities for reasonable adjustment established. Opportunities for remodelling incorporate facilities for the disabled. Personal Emergency Evacuation Plans (PEEP) are in place where necessary.	Meeting with Headteacher	September 2024 (new intake) and ongoing
Continue pedagogy which develops personalisation through recognising individual strengths and interests and catering for them where possible	A.Beauchamp	Areas of the curriculum are accessible to meet the needs of all pupils, appropriate to ability. Development of new curriculum builds in an understanding of how to best support all children, no matter of starting points or barriers to learning. All teachers use AfL strategies effectively.	Monitoring of planning. Lesson observations Pupils' work	Ongoing
Introduction of VLTLCs (Vulnerable Learner Teaching and Learning Communities) to support staff to develop a deeper understanding of dyslexia, ADHD and autism	D. Preston	All staff attend meetings. Greater visibility of strategies in classes Higher staff confidence rating	Qualitative in meetings Staff questionnaire	July 2024
Development of an EBSA lead (Emotional Based School Avoidance)	A.Abdulla	Children who are presenting as EBSA type pupils will improve their attendance and we will have no children becoming non-attenders.	Ongoing meetings as pupils present with EBSA type behaviours	September 2024
Make communication home available in other formats where necessary. Linking google translate to online communication School Website updated with relevant information for parents	S.Reilly-Stitt	All adults connected with the school will receive information and feel included and involved.	Parent feedback	September 2024 (new intake) and ongoing
Offer dual language support staff to help translate in SEN meetings.	D.Preston	Parents of children with SEN will be better involved in the assess, plan, do, review cycle and will be empowered to support their children better outside school.	Parent feedback Pupil voice	Ongoing

Trial reading pens and standing desks in order to support children with reading difficulties	D.Preston	Children will be able to access a wider curriculum.	Pupil voice Pupil outcomes	September 2024
Ensuring new intervention mapping available to and understood by all staff.	D.Preston	Curriculum provision considers the physical and emotional needs of all children. Contents adapted to cater for disability. e.g. adapting the equipment (with noise / high visibility) for visually impaired pupil.	Provision mapping Pupil feedback	September 2024
Ensure Social, Emotion and Mental Health needs are understood and support put in place.	D.Preston M. Duncan	Baseline assessments of SEMH needs to be considered as part of any intervention aimed to support these needs. Teachers are able to use a wider range of reasonable adjustments to meet the needs of all children	Provision map Pupil feedback	September 2024
Seek and act upon advice from other agencies about any reasonable adjustments to support pupils e.g. Autism Team	D.Preston	The pupil's needs are catered for and reasonable adjustments made to be fair and inclusive.	Discussion with outside agencies	Ongoing
Relevant training for staff to be identified as appropriate.	M. Watson D. Preston	Training takes place for staff to be able to adapt to meet the needs of all pupils. Staff have the confidence to enable all children to achieve their potential.	Parent feedback Staff feedback	Ongoing
Increase mobile devices and other ICT resources which can be used to support learning.	S.Reilly-Stitt	Training takes place for staff to be able to adapt to meet the needs of all pupils – e.g. with dyslexia diagnosis. Staff have the confidence to enable all children to achieve their potential. Children's use of IT enables them to access the curriculum	Monitoring and feedback Pupil progress Meetings	Ongoing
Review ease of disabled entry and exit to the school site / building.	M. Watson	Entry to school facilitated for access. Issues identified	Resources Committee Governor H&S checks	September 2024
Ensure clear signage for events in school e.g. Parents' Evening, so parents know where to go.	C. Wilcox D.Preston	Parents are clearly signposted to where they need to be	Feedback from parents	Ongoing
Accessibility Plan is reviewed and updated	M. Watson	Accessibility Plan is in line with requirements of the Disability Discrimination Act Code of Practice for Schools.	Resources Committee	September 2024