




SCHOOL ACCESSIBILITY PLAN

Statement	
In drawing up this access plan the following were consulted.	Susan Elliott Anna Chapman- Bursar& Premises
It was approved by the Governing Body on	Reviewed by D Elliott member of the Institute of occupational safety and Health
Signed	
Chair of Governors	Mark Preddy
Headteacher	S Elliott
Date to be reviewed	March 2026

Identifying Barriers to Access- How does your school deliver the curriculum?

Question	Yes	No	Action required
Do teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	<input type="checkbox"/>	Limited Training, additional training to be given as needed to suit individual needs of pupils. Manual handling training planned. Many staff are Team Teach trained.
Are classrooms optimally organised for disabled pupils?	<input type="checkbox"/>	<input type="checkbox"/>	N/A Where and when required but not all classrooms are optimally organised or have appropriate access.
Do lessons provide opportunities for all pupils to achieve?	✓	<input type="checkbox"/>	Yes
Are all pupils encouraged to take part in music, drama, and physical activities?	✓	<input type="checkbox"/>	High priority- broad, balanced and creative curriculum.
Do staff recognise and plan for the additional time and effort needed by some disabled pupils	✓	<input type="checkbox"/>	All pupil's needs are met. Provision maps and SENDCO oversight.
Do staff plan for the additional time required by some disabled pupils to use equipment?	✓	<input type="checkbox"/>	Medical needs are provided for and lessons/ timetables adjusted when appropriate. EHCP's written with adjustments.
Are disabled pupils who cannot participate in particular activities given alternative experiences?	✓	<input type="checkbox"/>	Wherever possible all disabled pupils participate in all activities i.e when pupils have broken arms activities are adapted
Has ICT equipment been fitted with additional software/hardware to allow access for disabled pupils?	✓	<input type="checkbox"/>	Where and when required on individual machines. Accessibility features are enabled when needed.



Are school visits accessible to all pupils?	✓	<input type="checkbox"/>	Some adjustments or different visits would have to be arranged or adjusted on a case by case basis.
Do staff have high expectations for all pupils?	✓	<input type="checkbox"/>	Yes academic and behavioural.
Do all staff strive to remove barriers to learning and participation?	✓	<input type="checkbox"/>	All staff are staff of SEND and the school culture is that all children can be scaffolded to participate in all learning.
Is your school designed to meet the needs of all pupils?			
Question	Yes	No	Action required
Does the layout of all areas allow access for pupils in:	<input type="checkbox"/>	X	Reception and Year 1 and 2 classes can be accessed by ramps outside. Year 3 and 4 classes by door on the back playground (by Mrs Chaplin's) Seals class only accessible by stairs. Year 5 and 6 classes can be accessed by doors at the end of the corridors. New ramp being built for access to the top playground on the west of the building.
• academic areas	<input type="checkbox"/>	x	Library only accessible by stairs.
• sporting areas	✓	<input type="checkbox"/>	Gym can be accessed by a side door up a ramp. Hall by the end corridor doors.
• social areas	✓	<input type="checkbox"/>	
• play areas	✓	<input type="checkbox"/>	Both play grounds are accessible by ramps.
Can pupils who use wheelchairs move freely around the school?	<input type="checkbox"/>	X	There is not complete freedom due to split level site and lots of steps.
Are toilet facilities sufficiently large to accommodate a hoist and changing bed if needed? Are showers available?	<input type="checkbox"/>	X	Large disabled toilet in Key Stage 1 area. Larger spaces in boys and girls' toilets on the front corridor. Changing table or bed based in Key Stage 1. Shower available in reception classroom.
Are pathways around school safe and well-signed?	✓	<input type="checkbox"/>	
Are parking arrangements logical and safe?	✓	<input type="checkbox"/>	Yes
Do emergency and evacuation systems inform all pupils?	<input type="checkbox"/>	X	Only an audible alarm system available
Are alarms visual (flashing) as well as auditory?	<input type="checkbox"/>	X	No
Are there tactile signs helping to help	<input type="checkbox"/>	X	No



disabled learners use the building?			
Are signs uncomplicated and unambiguous?	✓	<input type="checkbox"/>	
Does school décor provide appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy?	✓	<input type="checkbox"/>	Floors and walls have appropriate colour difference. Yellow tape is on edges of steps , décor in each room is plain but displays in each room are individual.
Are all areas well lit?	✓	<input type="checkbox"/>	New lighting at the front of the building
Are steps taken to reduce background noise for hearing impaired pupils?	✓	<input type="checkbox"/>	Ear defenders available in each classroom.
Is furniture and equipment selected, adjusted and located appropriately?	✓	<input type="checkbox"/>	Furniture i.e. tables and chairs bought appropriate to age and size of pupils.
How does your school deliver materials in other formats?			
Question	Yes	No	Action required
Are staff familiar with the technology and practices to assist pupils, parents and carers with disabilities?	✓	<input type="checkbox"/>	Occupational Health advice followed and EHCP provision as detailed in plans
Does all written communication follow an agreed house style using an appropriate font and size?		x	
Does the school liaise with LA support services and other agencies to provide accessible information for pupils, parents/carers?	✓	<input type="checkbox"/>	We signpost parents and carers to other services and liaise with Local authority, NHS and other service providers.
Does the school ensure that information is presented in lessons and at parents' meetings in a user-friendly way?	✓	<input type="checkbox"/>	Parents are phoned if do not have access to the school i.e. taxis or can not read the letters given out. Website is extensive, regular newsletters. Communication via School Ping and other Platforms is monitored to ensure who can cannot access the information.