




## SCHOOL ACCESSIBILITY PLAN 2025

<b>Statement</b>			
In drawing up this access plan the following were consulted.	Susan Elliott Anna Chapman- Bursar & Premises Ryan Aves- Health & Safety Governor		
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	Ryan Gillett		
Headteacher	S Elliott		
Date to be reviewed	February 2026		
<b>Identifying Barriers to Access- How does your school deliver the curriculum?</b>			
Question	Yes	No	Action required
Do teachers and teaching assistants have the necessary training to teach and support disabled pupils?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Limited Training, additional training to be given as needed to suit individual needs of pupils. Manual handling training planned. Most staff are Team Teach trained.
Are classrooms optimally organised for disabled pupils?	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	Absolutely
Are all pupils encouraged to take part in music, drama, and physical activities?	<input checked="" type="checkbox"/>	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	All pupils needs are met. Provision maps and SENDCO oversight
Do staff plan for the additional time required by some disabled pupils to use equipment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Medical needs are provided for and lessons/ timetables adjusted when appropriate
Are disabled pupils who cannot participate in particular activities given alternative experiences?	<input checked="" type="checkbox"/>	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	Where and when required on individual machines. Accessibility features are enabled when needed.
Are school visits accessible to all pupils?		<input checked="" type="checkbox"/>	Some adjustments or different visits would have to be arranged or adjusted on a case

			by case basis ie a more suitable residential provision
Do staff have high expectations for all pupils?	✓	<input type="checkbox"/>	Yes-in both academic and behavioural expectations
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 pupils can be scaffolded to participate in all learning
<b>Is your school designed to meet the needs of all pupils?</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Action required</b>
Does the layout of all areas allow access for pupils in:	<input type="checkbox"/>	X	EYFS & Year 3 class access only via stairs. If required, classes could be changed accordingly. Poor access to the main building – a ramp would have to be provided for access into Library, Dining Room and PE Hall.
• academic areas	<input type="checkbox"/>	X	Due to the multi- level site some areas of the school are difficult to access as no ramps are fitted and investigations into this have resulted in the space not being suitable to adapt/ upgrade or being exceedingly costly.
• sporting areas	✓	<input type="checkbox"/>	Both playgrounds can be accessed from the road. But steps into the hall from every entry.
• social areas	✓	<input type="checkbox"/>	
• play areas?	✓	<input type="checkbox"/>	
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. The gates from the road would have to be unlocked to provide access to the playground. Some doorways are not wide enough.
Are toilet facilities sufficiently large to accommodate a hoist and changing bed if needed? Are showers available?	<input type="checkbox"/>	X	Large toilet upstairs with space for changing facilities and a shower. No ground floor disabled toilet.
Are pathways around school safe and well-signed?	✓	<input type="checkbox"/>	
Are parking arrangements logical and safe?		<input checked="" type="checkbox"/>	No car park on site. Very limited parking on the roadside, however access to school is staggered to reduce congestion.
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	2 alarms have flashing lights: resources room and library.
Are there tactile signs helping to help disabled learners use the building?	<input type="checkbox"/>	X	

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. White/ yellow lines are painted 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"/>	
Are steps taken to reduce background noise for hearing impaired pupils?	✓	<input type="checkbox"/>	
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.
<b>How does your school deliver materials in other formats?</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Action required</b>
Are staff familiar with the technology and practices to assist pupils, parents and carers with disabilities?	✓	<input type="checkbox"/>	
Does all written communication follow an agreed house style using an appropriate font and size?		<input checked="" type="checkbox"/>	
Does the school liaise with LA support services and other agencies to provide accessible information for pupils, parents/carers?	✓	<input type="checkbox"/>	We sign post parents and carers to other services and liaise well 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, whiteboards outside classrooms for parents. Communication via School Ping and other platforms is monitored to ensure who can / can not access the information.