



ACCESSIBILITY PLAN AIMS AND OBJECTIVES

To increase the extent to which disabled pupils can participate in the school curriculum.

The school works hard to ensure that pupils with SEND participate fully in all aspects of school life. Pupils with SEND attend all trips and residential visits and reasonable adjustments are made to any clubs or after school activities as appropriate. Risk assessments are carried out and additional staff plus resources are provided if needed.

	Targets	Strategies	Timescale Cost	Responsibilities	Success Criteria
SEND	To liaise with Pre school providers to review potential intake for Sept 2024	To identify pupils who may need additional to or different from provision for Sept 2024 Intake	Ongoing as children are admitted	HT EYFS teachers	Procedures/equipment/ ideas set in place by Sept 2024.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing	Ongoing	HT	Clear collaborative working approach

		between school and families. Establish termly Parental Forum		SENCo All staff	
	To offer pupils with psychological needs the opportunity to participate in a nurture group	Barnardos support offered to support pupils with psychological needs. Vulnerable pupils to be identified. Look into using the Boxhall profile, Run 'Time to Talk' groups PSM to coordinate ELSA and nurture interventions as well as liaising with family worker and parents as appropriate	Ongoing	HT SENCo	Pupils more readily and with a greater confidence access the NC
	To ensure full access to the curriculum for all children.	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of PIVATS to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 	Ongoing	Teachers SENCO SEND Specialist teachers SALT OT Ed Psych	Advice taken and strategies evident in classroom practice. Identified children supported and accessing curriculum.
	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria

	<p>To finely review attainment of all SEN pupils.</p>	<p>SENCO/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p>	<p>Termly</p>	<p>Class teachers</p> <p>SENCO</p>	<p>Progress made towards EHCP targets</p> <p>Provision mapping shows clear steps and progress made</p>
--	---	---	---------------	------------------------------------	--

	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons within the mainstream school. • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. • Amplifiers and use of microphones for hearing impaired children. 	Ongoing	<p>SENCo</p> <p>Whole school approach</p> <p>Parent voice group</p> <p>HI and VI specialist teachers</p>	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	<p>SMT, Core curriculum co-ordinators</p> <p>Governors</p>	All children making at least good progress.

	To deliver findings to the Governing Body	SEN Governors' meeting Feedback at Full Governors meeting. SENCo completes termly report to Governors	Annually Termly SENCo Governor / SENCo meetings	SENCo SMT/SENCo Governor	Governors fully informed about SEN provision and progress
--	---	---	--	---------------------------------	---

To improve the physical environment to increase the extent to which disabled pupils and families can take advantage of education and associated services		School has a designated disabled car parking space. School can be accessed by wheelchair users there are ramps to every external door. Disabled toilets are situated in both buildings. School has a garden and raised beds. Areas of the outdoor environment are accessible to wheelchair users, including eco garden and parts of the trim trail.			
SHORT TERM	Targets	Strategies	Timescale Cost	Responsibilities	Success Criteria
	Improve physical environment of school environment	Reorganisation / Refurbishment of school /Utilisation of rooms. The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved	Ongoing	SLT	All areas are accessible to all stakeholders.

		access, lighting, and colour schemes, and more accessible facilities and fittings.			
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all pupils and families with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of EHC process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. <p>Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.</p>	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	<ul style="list-style-type: none"> • By designating a member of the staff as Medical Needs lead. To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. 	With immediate effect to be constantly reviewed	Business manager	The medical needs of all pupils are met fully within the capability of the school.

SHORT TERM	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> Continue use of a parking space for disabled to drop off & collect children Offer a telephone call to explain letters home for some parents who need this <p>Adopt a more proactive approach to identifying the access requirements of disabled parents</p>	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	Disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
	Targets	• Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To continue to improve school grounds	Plan improvements to KS1 grounds Painted designs on playground	Ongoing	Whole School Approach	Improved outdoor areas
	To improve community links	<p>School to develop strong links with schools in the cluster and the wider community.</p> <p>HT has strong links with many other C of E HT's through a C of E cluster and Diocesan Pastoral partnership</p>	Ongoing	SMT All staff HT	<p>Improved awareness of disabilities/the wider community of Clitheroe and the world and their needs</p> <p>Improved community cohesion</p>
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop interactive playgrounds and facilities – quiet	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.

	area				
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week	Ongoing	PSHE Co-ordinator SMT	No accidents

To improve the delivery of information to disabled pupils and parents.		Office staff are aware of parents with disabilities and provide information on yellow paper. Century gothic font is used as it is dyslexic friendly.			
SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria

	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • School information available in a variety of formats. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. <p>Auditing signage around the school to ensure that it is accessible to all is a valuable exercise.</p>	Annually ,after refurbishments or physical changes within the school	<p>Leadership team</p> <p>Class teachers</p> <p>HT /Business Manager</p>	
	Targets	• Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews • SEN Support Plan and Pupil Passport meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – 	Annually	<p>Class teachers</p> <p>SNAs</p> <p>Outside agencies</p> <p>SMT</p> <p>Office staff</p> <p>SENCo</p>	Each teacher/staff member aware of disabilities of children in their classes

		<p>children's photos displayed on staffroom notice board / info kept in separate file in staffroom</p> <p>All about me forms completed</p>			
	Targets	<ul style="list-style-type: none"> Strategies 	Timescale	Responsibilities	Success Criteria
LONG TERM	<p>In school record system to be reviewed and improved where necessary.</p> <p>(Records on Sims/ network/ protected</p>	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT	Effective communication of information about disabilities throughout school.