

St Edmund's C of E Primary School



Learning through faith,
we dream, believe and achieve.

ACCESSIBILTY POLICY

Reviewed: September 2022

Date of Next Review: September 2025

Signed by:

Position:

Introduction

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years.

Definitions of SEND

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.’ (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with

1. The LA admissions policy.
2. The School Prospectus.
3. The Equality and Diversity Policy.
4. The Behaviour Policy.
5. The Special Educational Needs policy.
6. The School Offer.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Current Position
<ul style="list-style-type: none">• The school building is fully accessible for pupils with physical difficulties.• The outside play areas are flat and almost completely accessible to wheelchair users• There is one toilet for disabled pupils.• The school is well-equipped with a range of learning aids and specific equipment.• The school supports a range of vulnerable pupils and their families.• Training has taken place in SEND, ADHD, and dyslexia and there are a high number of trained first aiders.• SEND is one of the key focuses for development as part of the school’s SIP.• The school accesses specialist support for Hearing Impairment, Visual Impairment, Physical Disability, Medical Needs and SEND.

Access to Curriculum- Action Plan

Target	Who	Outcomes/Success Criteria	Complete
Learning aids to be produced	SENCO and Class Teachers	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	In line with current pupils needs
Intervention training for support staff	SENCO and Class Teachers	Support staff able to work with increased knowledge and provide appropriate resources for pupils	In line with current pupils needs
Termly learning support meetings/PSP reviews to take place to assess and address pupil needs.	SENCO and Class Teachers	Pupil needs reviewed and being addressed.	In line with pupils personal support plans
Training for teachers on differentiating the curriculum for disabled children as required.	SMT and SENCO	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	In line with current pupils needs
Staff trained to meet individual medical needs of pupils where applicable	SENCO and Class Teachers	Staff completed training for specific needs.	Epi pen training and diabetes awareness training for relevant staff in line with pupil needs

Access to the Physical Environment- Action Plan

Target	Who	Outcomes/Success Criteria	Complete
Ensure each area of the school has wheelchair access and egress.	Headteacher/Site Manage/SENCO	The environment is adapted to the needs of pupils	Yes
Disabled access toilet and Changing facilities in place.	Headteacher/Site Manage/SENCO	A disabled access toilet available at the rear of the school hall and changing facilities in KS1 shared area	Yes
All new internal doors accessible for wheelchair users		Newly installed doors closing devices ensure all doors are wheelchair accessible.	Yes

Site is VI friendly	Headteacher/Site Manage/SENCO	Steps and changes in surfaces will be highlighted in neon paint. Visual alarms installed	No- will be implemented as and when VI pupil attends
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Access to Information-Action Plan

Target	Who	Outcomes/Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations 	SENCO and Class Teachers	Pupils have access to curriculum information and all other school information in a format that meets their needs	In line with current pupils needs
re signage is suitable for non readers, is clear and well situated	Headteacher/Site Manage/SENCO	Pupils are able to navigate the school regardless of any disability	In line with current pupils needs
The school makes itself aware of the services available for converting written information into alternative formats	SENCO and Class Teachers	Pupils have access to curriculum information and all other school information in a format that meets their needs	In line with current pupils needs