



Accessibility Plan 2023 - 2026

Version control

Version number	Date	Revisions made	By who?	Approval date
1	19.1.23	Updated plan following review from last year	SHayes	24.1.23

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Inspiring all to live, learn and love in the light of Jesus. (*cf* John 8:12)

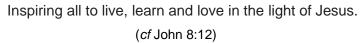
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Targets	Strategies	Outcome	Timeframe	Evaluation
Equality and Inclusion				
Maintain accessibility Plan as an annual agenda item at Governors Meetings – Spring 1 term.	Clerk to Governors to add to list of required publication details. Headteacher to add to the agenda in the Governors handbook	Adherence to current legislation.	Annually	
Continue to provide training to raise awareness of equality and disability issues in school	Provide training for governors, staff, pupils and parents.	Whole school community aware of issues related to access.	On-going	
Review policies to ensure that staff know how to provide resources or plan activities that take into account the equality, diversity and inclusion mission of the school	Review policies with staff and governors.	Policies reflect adherence to current legislation.	On-going	

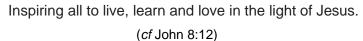
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Physical Environment	Physical Environment						
School is aware of the access needs of disabled children, staff and parent/carers.	Include access plans for individual disabled children as part of the	Individual plans in place for all disabled pupils and all staff aware	As and when necessary.				
School staff are better aware of access issues.	person centred planning process, when and where necessary. During summer term transition meetings teachers share access issues with regards to parents.	of all pupils' access needs. Raised confidence of staff and governors in their commitment to meet access needs. Al parents able to fully access all school activities.					
Where possible areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Headteacher, SENDCo and site manager to audit accessibility of school buildings and grounds. Governors Premises Committee to check accessibility and then produce an Action Plan based on findings.	Any modifications required will be made to the school building and grounds that are needed to facilitate ease of access for all.	On-going				

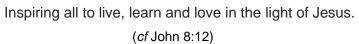
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Ensure all children and staff who find it challenging to walk can exit the building quickly and safely in the event of a fire	Install and train UKS2 staff on using the fire evacuation chair Leaders to consider classroom placement for children and staff with a physical disability Fire drills to practice leaving the building and to address any potential issues		On going	

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Curriculum				
Continue training for teachers and support staff on current and relevant aspects of SEND.		All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process, and that needs and expertise will change with time.	On-going	

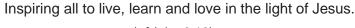
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(cf John 8:12)





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All out of school activities are planned to ensure, where reasonable, inclusion of all pupils.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements.	On-going	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Training and specialists all support teachers in organising classroom environment.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils. Seating arrangements and equipment are considered where necessary and included in a child's plan, APDR, Support Plan	Reviewed annually On-going	
Access arrangements to meet individual's needs when taking tests etc., will be applied for and support provided when required.	SENDCo / Headteacher will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential.	On-going	

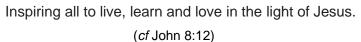
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Targets	Strategies	Outcome	Timeframe	Evaluation
Written / Other Information				
Make available school brochures, school newsletters and other information for parents / carers in alternative formats.		written information in different		

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