

## Accessibility Action Plan September 2022 – July 2025

Plan drawn up by: Olivia Ayers, Assistant Head Teacher and SENDCO

Target	Actions	Lead person	Resources	Monitoring and evaluation	Impact
<i>To further ensure all children, parents and staff have access to the physical environment</i>	<ul style="list-style-type: none"> <li>continue to seek specialist teacher advice on children's access needs</li> <li>ensure staff room is accessible for those with a disability</li> <li>add tactile and visual information to signage, where possible</li> <li>smooth out staff car park</li> <li>fobs to replace padlocks for external gates</li> </ul>	<p>Premises manager</p> <p>SENDCO</p> <p>SBM</p> <p>Head Teacher</p>	<p>Cost of SENDCO time and space to meet - Ongoing</p> <p>Cost of any alterations necessary - Ongoing</p> <p>Cost of additional signage</p>	<ul style="list-style-type: none"> <li>Tracking</li> <li>PPMs</li> <li>annual review meetings</li> <li>staff feedback</li> <li>Parent feedback</li> <li>Pupil feedback</li> <li>SEND parent conferences</li> <li>Governors to oversee and review</li> <li>Feedback from specialist outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>The school building is equipped for people with a variety of disabilities</li> <li>Staff understand the needs of different disability groups and they are included in in all activities where possible</li> </ul>
<i>To develop accessibility to the school's curriculum, with a focus on inclusion of disabled children</i>	<ul style="list-style-type: none"> <li>programme of curriculum review through the lens of equality, with support from an Islington consultant</li> <li>continued investment in extra time from Speech and Language specialist</li> <li>Information on disability issues and support will be incorporated into new</li> </ul>	<p>SENDCO</p> <p>Computing Lead</p> <p>Senior Leadership Team</p>	<p>Cost of meeting time and space. Ongoing.</p> <p>Cost of Deputy Head's time</p> <p>Cost of trainer and INSET time</p>	<ul style="list-style-type: none"> <li>Tracking</li> <li>PPMs</li> <li>annual review meetings</li> <li>staff feedback</li> <li>Parent feedback</li> <li>Pupil feedback</li> <li>SEND parent conferences.</li> <li>Governors to oversee and review</li> </ul>	<ul style="list-style-type: none"> <li>Staff are trained to ensure they are able to support children in accessing the curriculum regardless of disability</li> <li>Pupils have an awareness of different types of</li> </ul>

	<p>staff induction through whole school training and handover meetings</p> <ul style="list-style-type: none"> <li>• Whole staff INSET days, weekly INSET for teachers and weekly INSET for TAs</li> <li>• Specific training for specialist support staff e.g. Down Syndrome, autism, ADHD, William's Syndrome</li> <li>• refresher training e.g. speech, language and communication, autism, occupational therapy, hearing and visual impairment, and disability awareness</li> <li>• initiate and plan for Neurodiversity week</li> <li>• resources audit, especially books, to ensure disabilities are represented</li> <li>• subscribe to Widgit for communication support</li> <li>• Continue to develop ICT provision to support all pupils accessing learning e.g. snapcore training, access to touch typing, etc.</li> <li>• Engage Bridge outreach for disability awareness training</li> </ul>		<p>Cost of additional resources, outside visitors, consultants and SENDCO time.</p> <p>Cost of ICT resources and appropriate training</p>	<ul style="list-style-type: none"> <li>• Feedback from specialist outside agencies.</li> </ul>	<p>disability and how to support their peers.</p>
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<p><i>To ensure all pupils, staff and parents have access to the appropriate information</i></p>	<ul style="list-style-type: none"> <li>• parents consulted during nursery and reception home visits on their access needs (in year admissions as appropriate)</li> <li>• interpreters invited to meetings where necessary and documents available in their home language if required.</li> <li>• SENDCO support for parents and children re transition to secondary schools where necessary</li> <li>• Coffee morning workshops with a focus on SEND support</li> <li>• Website to have a high contrast version applied for visual impairment.</li> </ul>	<p>SENDCO</p> <p>SENDCO</p> <p>Head Teacher</p>	<p>Teacher supply cover</p> <p>Cost of interpreters</p> <p>SENDCO time</p> <p>Cost of addition to website. Completed by end of 2025.</p>	<ul style="list-style-type: none"> <li>• Tracking</li> <li>• PPMs</li> <li>• annual review meetings</li> <li>• staff feedback</li> <li>• Parent feedback</li> <li>• Pupil feedback</li> <li>• SEND parent conferences.</li> <li>• Governors to oversee and review</li> <li>• Feedback from specialist outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>• All parents are able to access information relevant to their child’s education and can therefore support them accordingly.</li> <li>• All children have access to the same level of information and can therefore access the curriculum</li> <li>• Staff, pupils and parents feel supported by the school</li> </ul>
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