

St Berteline's Accessibility Plan 2023-2025

Targets	Strategies	Outcomes	People involved / Responsibility	Timeframe	Evaluation
EQUALITY AND INCLUSION					
To improve staff awareness of disability issues.	<ul style="list-style-type: none"> • Review training needs for adults within the school community • Provide training as appropriate • Update provision re: national standards 	Whole school community is aware of issues.	Head teacher SENCO Chair of Governors	On-going	
To ensure all relevant policies take Accessibility into account	<ul style="list-style-type: none"> • Consider Accessibility when reviewing and updating policies 	Relevant policies take Accessibility into account	Head teacher Chair of Governors	On-going	
<p>To ensure any child recovering from a serious medical condition has minimal risk of contracting infections</p> <p>To comply with any national guidelines</p>	<ul style="list-style-type: none"> • Parents to be reminded of the need to inform school about infections that might cause problems 	Child continues to make good recovery	Head teacher	Termly	
To review the Accessibility Plan annually	<ul style="list-style-type: none"> • Ensure item is added to Governors meeting agenda 	Comply with legislation	Head teacher Chair of Governors	Annually	
To continue with our approachable "open door" ethos	<ul style="list-style-type: none"> • Have good knowledge of, and good relationship with parents and carers • Ensure all feel welcome and able to access information (non-readers, support with form-filling, English as an additional language) 	All parents and carers feel welcome and comfortable	Head teacher	On-going	

PHYSICAL ENVIRONMENT					
<p>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults</p> <p>To continue to improve access to the school's physical environment</p>	<ul style="list-style-type: none"> • Carry out an audit of school buildings and grounds; to consider wheelchair access, parking, accessible toilet etc • Make suggestions and implement as budget allows • Alternative arrangements will be put in place where physical modifications are not possible, e.g. reference to library • Liaise with Diocesan building surveyors in order to improve wheelchair access throughout the school 	<p>Modifications will be made to the school building and grounds to improve access</p>	<p>Head teacher Governors</p>	<p>On-going</p>	
CURRICULUM					
<p>To continue to train staff to enable them to meet the needs of children with a range of SEND</p>	<ul style="list-style-type: none"> • To review the needs of the children • To provide training for staff as required • To refer to SEND / Disadvantaged Action Plan 	<p>Staff are confident in enabling all children to access the curriculum</p>	<p>Head teacher SENCO</p>	<p>On-going</p>	
<p>To ensure that all children are able to access all out-of-school activities, e.g. sports activities, clubs, trips, residential, etc</p>	<ul style="list-style-type: none"> • Review all out of school activities • Carry out risk assessments • Provide additional support 	<p>With modifications as required, all children will be able to access activities</p>	<p>Head teacher</p>	<p>On-going</p>	
<p>To provide specialist equipment / resources, to promote participation in learning by all pupils</p>	<ul style="list-style-type: none"> • Assess the needs of individual children • Provide equipment/resources as required, e.g. writing slopes, tinted paper, overlays, weighted bands, electronic books, headphones, Talking Tins, etc • Identified children to have access to visual prompts, 	<p>Barriers to learning will be reduced /removed. Children will develop independent learning skills, enabling them to achieve their full potential</p>	<p>SENCO</p>	<p>Termly review / As required</p>	

	including timetables.				
To meet the needs of children during statutory end of key stage assessments	<ul style="list-style-type: none"> Assess the needs of individual children Apply for use of modified papers, additional time, etc 	Barriers to learning will be reduced /removed. Children will develop independent learning skills, enabling them to achieve their full potential	SENCO Key Stage co-ordinators	Annually	
To ensure that all pupils make progress	<ul style="list-style-type: none"> Teachers provide differentiated planning to meet the needs of all children in the classroom 	Weekly planning to demonstrate differentiation. Progress in line with peers	All teachers SLT to monitor	On-going	
To meet the needs of children with SEND	<ul style="list-style-type: none"> Individual support plans Discretionary top-up funding/national tutoring programme and access to LA specialist advice for those requiring support beyond classroom differentiation 	Support plans updated termly Tracking pupils Progress in line with peers	All teachers SLT to monitor	On-going	

WRITTEN / OTHER INFORMATION

To ensure that all parents and other members of the school community can access information	<ul style="list-style-type: none"> Written information will be provided in alternative formats as necessary, including electronic letters (use of text to speech software on home computer) Update as necessary any documentation for the needs of EAL parents or refugees etc 	Written information will be provided in alternative formats as necessary	Head teacher Admin staff	As required	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings	<ul style="list-style-type: none"> Staff to talk to parents on the phone or make home visits or send home written information Use video conferencing as necessary for parent consultation 	Parents are kept informed of children's progress	Head teacher	Termly	
To ensure that parents who are unable to attend school, because of a disability, can share in school	<ul style="list-style-type: none"> Use of videos / iPad recordings Provide transport if deemed 	Parents can share in school assemblies or celebratory productions	Head teacher	As required	

assemblies or celebratory productions	necessary				
To ensure that there is appropriate signage around school	<ul style="list-style-type: none"> • Review the needs of the whole school community • To ensure safe evacuation of all pupils with special/additional needs • Individual pupils with additional needs will be allocated an identified member of staff to ensure their safe evacuation • Upgrade signage for additional needs 	<p>Signs around school are accessible for all</p> <p>All school attendees are able to evacuate safely</p>	<p>Head teacher</p> <p>Chair of Governors</p> <p>Identified staff</p>	<p>As required</p> <p>Ongoing</p>	