

## **APPENDIX 1**

### **Accessibility Action Plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

#### **Improving Curriculum Access**

<b>Area</b>	<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Staff Training	Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Makaton</li> <li>• Use of Technology (e.g. personal laptops for individuals)</li> </ul>	More staff to be able to work with those children who are Makaton users.	Further staff to be Makaton trained. T.A CPD covering basic Makaton.	S Lovell (SENCO) Support from Learning Support Services, Visual impairment, Hearing impairment, CIAT in delivering training and providing resources.	Autumn term	Further staff to be able to communicate with pupils through Makaton.

#### **Improving Physical Access**

<b>Area</b>	<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
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Car Park and school communal areas.	Increase access to the site for pupils, staff and visitors with a disability.	Front entrance has low button press doors. Building has designated disabled toilets and a further accessible toilet. Disabled parking space in car park.	Clear signs and markings identifying disabled spaces and minibus parking.	Markings on car park along with current sign to show disabled parking spaces and minibus parking.	S. Chamberlain (site superintendent) and (Business Manager)	Spring Term 2023	Clarity of parking spaces for disabled individuals.
School Building	Increase accessibility to whole school building	Wide doorways and corridors, disabled toilets, slopes, ramps to entrances. Lift for JJ SILC Partnership	Lift available for first floor access	In Partnership with JJ SILC review lift arrangements	S. Chamberlain (site superintendent) and (Business Manager) in liaison with JJ SILC	Spring Term 2023	Lift available for JJ SILC pupils if on roll (currently none on roll requiring movement upstairs. No staff currently requiring lift
Internal and External Building	To update and improve and signage throughout school internally and car parking areas.	To improve ability to move freely around internal/external site for wheelchair users, visually impaired.	Clear and tactile signage access areas: top/bottom stairs; key points around school; exit, entrance, toilets, Reception	Signage purchased and installed	S. Chamberlain (site superintendent) and (Business Manager)	Summer Term 2023	All pupils, staff and visitors have ability to move around the school equally without difficulty.
First floor	Install evacuation chairs	Pupils with physical disabilities not based on the first floor	Evacuation chairs situated on first floor to enable safe evacuation in the event of alarm	In Partnership with JJ SILC access evacuation chairs and staff trained,	S. Chamberlain (site superintendent) and (Business Manager) in liaison with JJ SILC	Summer Term 2023	Safe evacuation for pupils from first floor (JJ SILC pupils- no pupils require this at present. No staff currently requiring evac chair.



Comms.	Availability of information in a range of formats for parents/carers if required.	<i>Have arrangements in place for information to be provided in the format requested</i>	Review current practice.	Annually Identify which parents/carers may have a requirement of information in an alternative format.	Administrator / Headteacher	Ongoing	Accessible written information for all parents with equal access to information.
Comms. To external agencies.	To ensure parents/carers are supported by the school with regards understanding formal reports/letters.	Support for parents/carers in relation to formal reports/letters which are not easily understood; support from school professionals if required.	Liaison by SEND/Learning Mentors to ensure support of parents/carers.	Ongoing in liason with families.	SENDCO/ Asisstant HT (SEND)	Ongoing	Parents/Carers understand the content of written reports received to enable them to effectively support their children