SHIRE OAK
C of E (VC)Primary School

Rooted in the community – growing for the future

Accessibility Plan

Written October 2023

Adopted at Governing Body on 20th October 2020, as recorded in minutes and signed by the Chair of Governors, Antonia Nicholls:

.....................A.Nicholls...

This policy is due for review by October 2026

All our policies should be read in conjunction with our Shire Oak Values and the principles and practices detailed in our Equalities Policy. This plan should also be read in conjunction with our health and safety policy, risk assessments, SEND local offer and information report, Supporting pupils with Medical Conditions policy and Inclusion Policy.

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

Aim	Current good practice	Objectives / Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To build on provision for pupils with SEND by ensuring access to resources detailed in Individual Provision Maps	*We have adopted electronic Individual Provision Maps during 2022-2023 and staff have received CPD as these were introduced.*	The SENCo will embed the work of the electronic Individual Provision Maps, supporting teachers to ensure provisions detailed are available to pupils to support them in their learning and adaptations are in place to enable pupils to access the curriculum.	Sara Mitchell	Ongoing – audit each year	Children's Individual Provision Maps help them to make the best possible progress and attainment and are an accurate indicator of the support given.
To increase staff knowledge about the special educational needs of children in the class and how to support them.	*Quick Guides and Continuums of Provision were introduced during 2022-2023 and staff have received CPD as these were introduced.*	Use relevant CPD and resources from the Graduated Approach Toolkit (quick guides and continuums of provision) to increase staff's understanding of possible barriers pupils with SEND may face and strategies to support them.	Sara Mitchell	Ongoing – audit each year	Staff knowledge is up to date and relevant to the children in their care.
Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required.* *This includes:* *Ramps* *Corridor width* *Disabled parking bays* *Disabled toilets and changing facilities* *Library shelves at wheelchair-accessible height*	To ensure our environment supports independent use by pupils, parents and visitors with a disability.	Liz Craven	End of summer 2024	*Our disabled parking bays are clearly marked and visible to all drivers, including those new to our school site.*

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:* *Internal signage* *Differentiated print resources* *Pictorial or symbolic representations*	To further embed the use of pictorial or symbolic representations in visual timetables, routine instructions, task boards, lanyard cards, etc.	Sara Mitchell	Time given each autumn term to setting up resources for new class.	*The use of pictorial and symbolic representations is routinely embedded in support arrangements for children who would benefit from using them.*