

# Broad Square Primary School Accessibility Plan 2023-24



<u>TARGET</u>  <b><u>PHYSICAL</u></b>	<u>ACTION</u>	<u>STAFF RESPONSIBLE / RESOURCES</u>	<u>TIMESCALE</u>	<u>EVALUATION</u>
<p>To be aware of the access needs of any disabled children, staff, parents/carers, governors / visitors.</p>	<p>Ensure staff &amp; governors are aware of any access issues into / from the school site and building.</p> <p>Request information from parents/carers regarding any physical difficulties arising for themselves or their children for access.</p> <p>Create individual access plans for a disabled child as part of the SEND process.</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared &amp;</p>	<p>SENDCOs, DSL, Headteacher, Medical Officer, Site Manager, Governors</p> <p>Website / newsletters</p> <p>Buff display boards that are not too busy, limited hanging items.</p> <p>Sensory spaces with suitable sensory objects.</p>	<p>As and when necessary</p>	

	<p>reviewed if a pupil or adult in school is physically impaired.</p> <p>Consider school environment from a sensory perspective so it is not over or under-stimulating.</p>			
<b><u>COMMUNICATION</u></b>				
<p>To make information shared with all parents/carers, staff, governors, pupils &amp; visitors, including those with language barriers &amp; disabilities / impairments easily accessible.</p>	<p>Use a variety of formats to provide information, e.g. school website, pictorial leaflets, Twitter, letters, large print, other languages, phone messages, etc. to support communication with all stakeholders.</p> <p>Use correct punctuation, clear fonts and avoid the use of jargon / abbreviations to make written communication unambiguous.</p>	<p>SENDCOs, HT, DSL, class teachers, governors, Pastoral Lead, Inclusion &amp; Attendance Officers, school administration officers</p>	<p>Weekly newsletters</p> <p>Termly parents' evenings</p> <p>End of year reports</p> <p>When sharing documents / advice from other professionals, e.g. Educational Psychologist, paediatricians, etc.</p>	

	<p>Provide a signer / interpreter for formal meetings with parents/carers who have EAL (English as an additional language) or who have a hearing impairment.</p> <p>Provide written / recorded versions of school performances when a parent/carer has a hearing or vision impairment.</p> <p>Organise coffee mornings, Q&amp;A drop-ins, courses/training to help parents/carers to access advice and engage with outside agencies in order to support their children with SEND needs from all four areas.</p>			
<b>CURRICULUM</b>				
To increase access to the curriculum for pupils with a disability, adapting / expanding the curriculum as	Staff to develop knowledge and understanding related to SEND in order to adapt	CPD Lead, D.Jones  SENDCOs	When required for individual pupils	

<p>necessary to ensure disabled pupils and those with a medical need are as equally prepared for life as able-bodied / those without impairment.</p>	<p>teaching &amp; resources when planning to overcome barriers to learning, followed by assessment of individual progress and evaluation of methods and tools used.</p> <p>Organise appropriate intervention, e.g for social skills, motor co-ordination, speech, Maths, memory, etc.</p> <p>Involve external agencies when necessary.</p> <p>CPD Lead / SENDCO to identify training and resource needs.</p> <p>SENDCOs to provide advice to classroom staff and parents/carers.</p> <p>Ensure SEND children are not negatively discriminated against and have equality of</p>	<p>Medical Officer, A.Swann</p> <p>Curriculum, Subject, Key Stage, Pastoral and Assessment Leads</p> <p>Other professionals, e.g. SENISS, EP, OSSME,etc.</p> <p>Resources to support behaviour and learning, e.g. buff paper, fidget toys, wobble cushions, peanut ball etc.</p> <p>Training: ADHD, Dyslexia, Diabetes, allergies, etc.</p>	<p>Ongoing as part of staff development plan</p>	
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	education / opportunity and access to extra-curricular activities , educational visits and residential trips.			
				<u>D.E.Jones</u>