



HORRABRIDGE PRIMARY and NURSERY SCHOOL Policies & Procedures

TITLE: Accessibility Plan

DOCUMENT MANAGEMENT

The Accessibility Plan/Policy was reviewed by the **Premises, Security, H&S Governor Lead Governor** in March 2023

The document is subject to **review in March 2026**.

2023-2026

Increasing Accessibility

Strand A: Increasing the Extent to which disabled pupils can participate in the school curriculum.

	Target/Issue	Time Scale	Resource Requirements	Evidence of Satisfactory Completion
Short Term	Increase levels of training/skills for all staff for both common and specific disabilities (physical medical and learning)	Ongoing	Visit from advisory teacher for visually impaired, C and I team, Dyslexic Advisory Teacher-as required.	Greater awareness of pupils' needs, adjustments made to learning resources and the curriculum
	Continue to facilitate liaison with support agencies to ensure rapid response to perceived needs. e.g. visits by the advisory teacher for hearing impaired, visits by Portage to ensure smooth transition into school.	In place and ongoing	Arrange visits when needed	As above
	Allocate specific funding over a 3-year period to increase classroom resources for the disabled e.g. laptops, large print books and specific furniture	In place and ongoing	Specific training in word processing skills through Touch Type Programme. Sloping boards for pupils with fatigue problems / physical disability. Coloured overlays for pupils with visual difficulty.	Pupils have access to laptops, suitable seating, large print SATs papers

			Specially shaped pencils / pens for pupils with grip difficulty. Liaise with outside agencies e.g. Occupational Therapists.	
	Continue to review all curriculum policies ensuring that provision is made for SEN	Ongoing as policies are reviewed and updated	Staff discussion in staff meetings	All policies contain statements that detail arrangements for SEN
	To ensure that all staff are fully aware of the obligation to provide an inclusive curriculum, to meet the needs of different groups of learners, by increasing the quality of differentiation of the curriculum.	Termly	Support from SENDco writing IEPs referring to provision maps	Pupils with SEN make good progress, as planned learning is differentiated to meet their needs
	Audit of library and reading books to ensure positive images of disabled children	Ongoing	Regular reviews and updates of book stock	Pupils are presented with positive images of disabled children
Medium Term	Continue to develop staff awareness of above	When required		

Increasing Accessibility

Strand B: Improving the Physical Environment of schools

	Target/Issue	Time Scale	Resource Requirements	Evidence of Satisfactory Completion
Short Term	Through ongoing monitoring ensure where possible, that the layout allows access for all pupils, including outdoor areas.	Ongoing	Monitoring.	Clear layout enabling all pupils free flow throughout school
	Staff training/reminders of the importance of continued and easy access for disabled throughout school.	When required	Staff meetings led by Headteacher.	Raising awareness of issues affecting disability
	Review/ improve if necessary signage. Consideration of appropriate colour schemes when refurbishing to benefit pupils with visual impairment	When required	Exit signs replaced where necessary	Smoother movement throughout school
	Review school evacuation procedures for those with profound hearing/visual impairment	Termly - during fire drill	Personal Evacuation Plan in place as appropriate	Improved safety
Medium Term	Continue to develop staff awareness	When required		

Increasing Accessibility

Strand C: Improving the Delivery of Information to Disabled Pupils and Parents

	Target/Issue	Time Scale	Resource Requirements	Evidence of Satisfactory Completion
Short Term	To ensure that all members of the school community are aware of the need to identify and provide for pupils who need information provided in alternative formats eg large print for visually impaired pupils and visual format for pupils on Autistic spectrum.	Ongoing	Training for staff from the advisory teacher for the visually impaired as required.	Improved delivery of information for disabled pupils
	To be extended to parents.		Regular liaison with the teacher for hearing impaired as required.	Improved delivery of information for disabled parents of pupils.
	To consult parents, students and other agencies about the school priorities for increasing access to information for pupils with disabilities	Ongoing	Identifying current pupils and their needs in order to set future targets	Improved delivery of information for disabled pupils
Medium Term	Continue to develop staff awareness	When required		