



**Magdalen C of E / Methodist Primary School – School Accessibility Plan January 2023 – January 2026**

**Reviewed January 2025**

**Access to the Physical Environment**

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Timescale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
<p><b>To meet the access needs of disabled children, staff, governors and parents, carers.</b></p> <p><b>Ensure the school staff &amp; governors are aware of access issues.</b></p>	<p>a) to create access plans/ use EHCP information for individual disabled children as part of the SEN process.</p>	<p>As required</p>	<p>SENCO / class teacher / SEST</p>	<p><b>Learning/ support plans/ Health and Care plans are in place for disabled pupils, and all staff are aware of pupils' needs. All information in place for all SEN children as necessary. All staff &amp; governors are confident that their needs are met.</b></p> <p><b>Continuously monitored to ensure any new needs arising are met.</b></p> <p><b>Parents have full access to all areas of school.</b></p> <p><b>Access to Work Information on staffroom notice board/ emails have been sent to all staff.</b></p>
	<p>b) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p>	<p>To be added to the March newsletter 2025</p>	<p>SENCO</p>	
	<p>c) circulate information to relevant staff on Access to Work scheme, Occupational Health and LAAT funded support from Vivup.</p>	<p>Vivup information available in staffroom.</p>	<p>Headteacher / H&amp;S committee</p>	
	<p>d) Staff to share Learning Plan/ necessary information with volunteers and support staff to ensure continuity of care for the children</p>	<p>Learning Plans for children with specific access issues to be in place as soon as possible on entering school.</p>	<p>Class teacher/SENCO</p> <p>Class teacher/SENCO</p>	

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
		<p>Learning Plans updated three times per year.</p> <p>Personal Emergency Evacuation Plans reviewed yearly.</p>		Volunteers are always aware of needs of SEN children.
Ensure everyone has access to reception area	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) provision of appropriate seating</p>	<p>Daily check to ensure the area in clear of obstructions</p> <p>Seating in place/ alternative seating provided as necessary.</p>	<p>Site Supervisor / Administrator/ Health &amp; Safety Committee/ HT</p> <p>H&amp;S Committee</p> <p>Office staff Headteacher/ H&amp;S Committee</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Visitors can sit down if waiting for a meeting. Wheelchair users aren't waiting because staff sitting in the office can't see them.</p>
Maintain safe access for visually impaired people	<p>a) Check condition of yellow paint on step edges regularly.</p> <p>b) Check exterior lighting is working on a regular basis</p> <p>c) Markers placed around school to help visually impaired child in negotiation with SEST.</p>	<p>Ongoing checks</p> <p>Ongoing</p>	<p>Site Supervisor / Health &amp; Safety Committee</p> <p>SENCO/Site Supervisor</p>	<p>Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. Child access markers around school.</p>
Ensure all disabled people can be safely evacuated	<p>Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation</p>	<p>By end of Spring 1 2023. If new children with a disability requires an Emergency Evacuation Plan, this must be in place no</p>	<p>SENCO</p> <p>Headteacher to remind staff</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p>

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
	<p>by being aware of the EHCP/ Learning Plan information.</p> <p>c) If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps.</p>	<p>later than 3 weeks after entry to school.</p> <p>Yearly checks that any plans remain relevant.</p>	<p>SENCO/Headteacher to remind staff to use a more appropriate classroom if this situation arises</p>	<p>Disabled people in wheelchairs can be evacuated quickly and easily</p>
<p>Provide hearing loops in classrooms to support pupils with a hearing impairment</p>	<p>Take advice from SEST on appropriate equipment if this becomes necessary</p>	<p>As required</p>	<p>Headteacher</p>	<p>All children have access to the curriculum.</p>
<p>Ensure there are enough fire exits around school that are suitable for people with a disability</p>	<p>Ensure staff are aware of need to keep fire exits clear.</p>	<p>Daily</p>	<p>All staff/ Headteacher</p>	<p>All disabled personnel and pupils have safe independent exits from school.</p>

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Staff to use information on EHCPs, Learning Plans and provision map regarding individual children. Share information with all agencies involved with each child.	Ongoing	SENCO	All staff are aware of individual's needs.
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to continue to ensure PE is accessible to all pupils.	Review PE curriculum to include disability sports	Yearly review	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Support will be available as necessary.
Revise curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Yearly review	Subject Leaders, SENCO & Headteacher	Ensure curriculum needs are met for all children with a disability.
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with after school club staff, including Kidz Club and people running other clubs after school. Support available as necessary. school. Ensure lunchtime supervisors are able to ensure inclusivity for children with disabilities.	As required	Staff involved in running clubs/ lunchtimes	Disabled children feel able to participate equally in out of school activities.

Staff to understand how to support children with EAL effectively.	Training for staff to improve offer in school.	Ongoing	Staff involved in supporting children with EAL	
	Use of technology to remove language barriers is available to staff and children.	As required	Teachers/ Headteacher	
	Use of scaffolds to support children with their learning.	As required	Staff involved in supporting children with EAL	

### Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Inclusive discussion of access to information in all parent/ teacher annual meetings as necessary.	Ask parents about preferred formats for accessing information eg braille, other languages	Annually	SENCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included. School website is accessible to all.