



# New Hartley First School

## Accessibility Plan

<b>Updated and ratified by Governors</b>	Autumn 2023
<b>Review date</b>	Autumn 2026
<b>Head Teacher</b>	Mrs Keri Dowdney
<b>Chair of Governors</b>	Ms Kim Ashby

## Improving the Physical Access to the School

Target	Strategies	Timescale	What success will look like
To be aware of the access needs of children, staff, governors and parents/ carers and ensure the school is accessible to all	<ul style="list-style-type: none"> <li>• Ensure the school staff &amp; Governors are aware of access issues in relation to the school site and building</li> <li>• Create access plans for individual disabled children as part of the process</li> <li>• Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</li> <li>• Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed for individuals (pupils and staff) as and when required</li> </ul>	As required	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff &amp; Governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school</p> <p>PEEPs are prepared and reviewed as individual needs change</p>
Maintain safety for visually and hearing impaired people	<ul style="list-style-type: none"> <li>• Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges</li> <li>• Check exterior lighting is working on a regular basis</li> <li>• Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</li> </ul>	Annually, and as new children join the school throughout the year	<p>Visually and hearing impaired people feel safe in school grounds.</p> <p>Yellow edges to be monitored as needed throughout the school year.</p>
Ensure fire exits are clear and suitable for people with a disability	<ul style="list-style-type: none"> <li>• Daily health and safety checks of the school and its surroundings.</li> <li>• Fire exits which have a step, to be accessible through the use of a mobile ramp as and when required</li> <li>• Ensure staff are aware of need to keep fire exits clear</li> </ul>	Daily	All disabled personnel and pupils have safe exits from school.
Whole School Evacuation	<ul style="list-style-type: none"> <li>• Ensure all children with physical disabilities can be safely evacuated from the building in the event of an emergency (ensure all staff are aware of their responsibilities).</li> <li>• Children to have PEEP's if needed.</li> </ul>	Annually, and as new children join the school throughout the year	All physically disabled persons can be safely evacuated.
Accessible car parking	<ul style="list-style-type: none"> <li>• Disabled members of staff and visitors have a place to park in the staff car park or near the gate into the school</li> <li>• Send regular reminder to parents to inform school if they require access to disabled parking</li> </ul>	On-going	There is a place for disabled members of staff and visitors to park throughout the school day.

## Improving the Curriculum Access

Target	Strategies	Timescale	What success will look like
Access to learning/ in class provision	<ul style="list-style-type: none"> <li>• Review SEND children's access to curriculum within class sessions.</li> <li>• Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed</li> <li>• Ongoing monitoring from SENDCO.</li> <li>• Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</li> <li>• Annual audit of resources for SEND support</li> </ul>	On-going	All pupils have equal access to a broad and balanced curriculum
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> <li>• Risk assessments to ensure that all children including children with physical disabilities can access trips.</li> <li>• Ensure venues and means of transport are vetted for suitability</li> <li>• Ensure staff are fully briefed with regards to children with SEND</li> </ul>	On-going	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all	<ul style="list-style-type: none"> <li>• Review PE curriculum to make adaptations and have appropriate equipment where necessary</li> </ul>	Annually	All pupils have access to PE and are able to excel, for example via support from an adult
Ensure all staff have specific training on SEND issues	<ul style="list-style-type: none"> <li>• Identify training needs at regular meetings</li> <li>• Ensure CPD for staff is kept up to date</li> </ul>	On-going	Raised confidence of support staff Behaviour management strategies are used effectively throughout school by all staff
Communication with Parents	<ul style="list-style-type: none"> <li>• Ensure parents have access to our SEN provision /SEN school offer currently on the school website.</li> <li>• Ensure parents meet and can contact SENCO at any time.</li> <li>• Parents meet regularly with SENCO to access further support and advice.</li> <li>• Ensure that the annual information report to parents of SEND is accessible and informative for parents</li> </ul>	On-going	Parent/school communication is strong Parents confidently contact SENCO for support and advice.
Pupil Voice	<ul style="list-style-type: none"> <li>• Children are given opportunities to share their concerns, their views and their ideas. Adaptations are made as needed</li> </ul>	On-going	Children voice is heard and acted upon.
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>• Ensure children can access all aspects of the curriculum including physical environment to support outdoor learning</li> </ul>	On-going	