

Chestnut Street C of E Primary Academy – School Accessibility Plan 2025-26

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To be aware of the access needs of SEN children, staff, governors and parents, carers</p>	<p>a) to create access plans for individual disabled children as part of the Pupil Passport process as necessary.</p>	<p>As required</p>	<p>SENCO / class teacher</p>	<p>Pupil passports are in place for SEN pupils, and all staff are aware of pupils' needs.</p>
	<p>b) to ensure staff and governors can access areas of school used for meetings</p>	<p>In place Spring 2025 term</p>	<p>Exec Headteacher/HOS</p>	<p>All staff & local council members are confident that their needs are met. Reviewed annually or as needed</p>
<p>Ensure the school staff & govenros are aware of access issues</p>	<p>c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p>	<p>Ongoing process</p>	<p>Exec Headteacher/HOS</p>	<p>Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school where necessary.</p>
	<p>d) Staff to share SENCO passport information with volunteers and support staff to ensure continuity of care for the children</p>	<p>In place Spring 2025 term</p>	<p>Exec Headteacher / HOS / H&S committee</p>	<p>Access to Work Information in Staff Handbook and on staff room notice board.</p>
		<p>In place Autumn 2025</p>	<p>SENCO</p>	<p>Volunteers are aware of needs of SEN children at all times. All reviewed at least annually. Shared with new staff and transition times</p>
<p>Maintain safe access for visually impaired people</p>	<p>Check exterior lighting is working on a regular basis</p>	<p>Regular checks</p>	<p>SENCO/Area Site Manager</p>	<p>Visually impaired people feel safe in school grounds.</p>

Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils - specific reference to HI children b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENCO passport information	In place Spring term	SENCO Exec Headteacher / HOS to remind staff	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. Disabled people in wheelchairs can be evacuated quickly and easily
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/ Exec Headteacher / HOS	All disabled personnel and pupils have safe independent exits from school

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 / Exec Headteacher / HOS	Raised confidence of support staff
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 ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Review bi-annually	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time
Review curriculum areas	Include specific reference to	Autumn 2025	SENCO & Exec	Gradual introduction of

and planning to include disability issues	disability equality in all curriculum reviews	onwards - as part of whole school curriculum review.	Headteacher / HOS Curriculum leaders	disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Earlybirds staff, and people running other clubs after school. Support would have to be available - especially after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.
Continue links with a special school	Liaise with local special schools for access to expertise and training opportunities.	As needed	SENCO / Exec Headteacher / HOS	Staff have access to training and expertise support CPD and specific children as needed.

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	Ask parents about preferred formats for accessing information eg braille, other languages Google Translation Tool is fully compatible with website to allow multi-lingual access	Annually Autumn T2	SENCO / Exec Headteacher / HOS SENCO/Exec Headteacher / HOS	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all