



Haslingden St. James' C. E. Primary School

Accessibility Plan 2023/2024

Targets	Strategies	Responsibility	Outcomes/ Success Criteria	Timescale
Physical Access				
To be aware of the access needs of disabled children, staff, governors, parents/carers and visitors	<p>To create access plans for individual children as part of the child centred approach.</p> <p>To ensure staff and governors can access areas of school used for meetings</p> <p>Annual reminder to parents/carers through newsletter to inform staff if they have problems accessing areas of school</p>	<p>SENCO</p> <p>Headteacher</p>	<p>Child centred care plans, IEP's in place for disabled children and all staff aware of children's needs. One page profiles in place to give children a voice.</p> <p>Staff and governors confident their needs will be met.</p> <p>Continuously monitoring to ensure any new needs arising are met.</p> <p>Parents/ carers have full access to all areas of school.</p>	As required and ongoing
Ensure everyone has access to the main reception area.	<p>Ensure nothing is preventing wheelchair access.</p> <p>Provision of appropriate seating.</p> <p>Provide outside sign at the gate with and information for wheelchair users to gain access and support.</p>	Office staff	<p>Disabled parents, carers, visitors feel welcome.</p> <p>Visitors can sit down if waiting by the main entrance.</p> <p>Wheelchair users not kept waiting.</p> <p>Wheelchair users can enter the building ease.</p> <p>Clear signage outside to allow access.</p>	Daily check to ensure area is free of obstructions.
Maintain safe access for visually impaired people.	<p>Check condition of yellow paint on step edges</p> <p>Check exterior lighting working</p>	Site Supervisor	Visually impaired feel safe in school grounds.	Ongoing
Ensure there are enough fire exits suitable for people with disability.	Ensure staff aware of need to keep fire exits clear.	All Staff	All disabled adults and children have safe clear exits from school and are aware of fire exits.	Daily

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Support children with hearing impairment.	<p>Take advice on appropriate equipment if this becomes necessary.</p> <p>Liaison with hearing impaired specialist teacher.</p> <p>Liaison with parents and medical professionals.</p> <p>Referrals made where needed.</p> <p>Seating plans and learning environment considered.</p>	Headteacher SENCO	All the children have access to the curriculum and support for their hearing needs are met.	As required
Ensure adequate toileting facilities.	<p>Check there are no obstructions and the toilets are accessible to all.</p> <p>Ensure disabled toilets are clean and tidy.</p>	Headteacher Site manager	Appropriate, accessible disabled toilets in school to access.	ongoing
All areas of school accessible for disabled children and adults.	<p>Planned provision in place for the school building – improved access to Year 5 and Year 6 class via a ramp.</p> <p>Disabled push pad on the front door?</p> <p>Ensure there is space to move around school, considering placement of furniture.</p>	Governors Headteacher Site manager	All classrooms and communal areas accessible for disabled children and adults.	Long term target- 2024

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Access to the Curriculum				
Ensure support staff have specific training on disability issues.	Identify training needs throughout the year.	SENCO	Raised confidence of support staff.	Ongoing
Ensure all staff aware of children's disability needs/requirements.	Share information with all stakeholders involved with the child.	SENCO SLT	All staff aware of children's individual needs.	Ongoing
All school visits and trips to be accessible to all children.	Ensure venues and means of transport vetted for suitability. Liaison with venues, children and parents prior to trips/visits. Clear provision on risk assessments prior to visits and trips.	SENCO	All children are able to access all school trips and take part in a range of activities.	Ongoing
Review PE curriculum to ensure PE is accessible to all children.	Review PE curriculum to ensure all learners can take part and include disability sports where appropriate.	PE Coordinator	Children have access to PE and are able to excel. Support available through TA provision where needed.	Ongoing
Review curriculum areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum areas.	All staff Curriculum Lead	Gradual interdiction of disability issues in to all curriculum areas.	Ongoing
Ensure all children can take part equally in all lunchtime and after school activities.	Discuss arrangement and necessary support with school club staff and any care plans in place.	Class teachers SENCO	All children are able to participate equally in school clubs and activities.	Ongoing

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Access to Information				
Signage around school to be in other languages and braille if that becomes necessary.	<p>Welcome sign in reception.</p> <p>Other signage around school translated where needed.</p>	Office staff SLT	<p>Everyone feels welcome in school.</p> <p>Key messages available for everyone.</p>	Ongoing
Inclusive discussion of access to information in all parent/teacher meetings.	<p>Ask parents about preferred format for accessing information e.g. braille, other languages</p> <p>Translation tool to be added to website to allow multi – lingual access</p> <p>School office will support parents to access information and complete school forms.</p> <p>Bilingual support staff available for meeting with parents where needed.</p> <p>Use of outside translators where needed.</p> <p>Use of Google translate to enable communication with parents and children.</p>	SLT Office staff	<p>Staff more aware of preferred methods of communication and parents feel included.</p> <p>School website will become more accessible to all.</p>	Ongoing

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