

# SHEERING CE PRIMARY SCHOOL

## Accessibility Action Plan 2024-26

To be read in conjunction with our Equality Scheme



### Current Position and Good Practice:

- Sheering CE Primary school is well-equipped with a range of resources and tools to support the learning and development of all our children.
- Adaptive teaching is an integral part of the curriculum in all subjects and every lesson across the whole school.
- There are many ways in which communications are offered at our school including email, ParentMail, paper copies of letters, phone calls and an open-door policy for the Headteacher and class teachers.
- There is a strong emphasis on CPD for all staff around all areas of Inclusion (SEND, Vulnerable Groups, attendance and Equalities).
- The school is reflective in its practice and regularly asks for feedback and suggestions from the parents, children and staff.
- The school effectively supports a range of vulnerable and SEND children and their families;
- There is a clear, strong process for early communication regarding any disability or health condition for new admissions to the school.
- The school grounds are accessible for all (by foot, wheelchairs, prams/buggies, partially-sighted support) and the premises are regularly monitored for safety and there is disabled toilet.

Identified Focus Area	Actions to be taken	Impact	Time frame Lead people
<b>ACCESS TO THE CURRICULUM</b>			
Pupils who experience Social, Emotional and Mental Health difficulties are supported so that they can readily engage with the curriculum.	<p>To purchase an appropriate, additional SEMH whole-school programme.</p> <p>To ensure One Plans are regularly reviewed and effective in supporting our children who find it challenging to stay regulated.</p> <p>Provide appropriate resources to enable children to access curriculum – eg visual timetables, seating arrangements use of the calm corner and to share good practice of adaptive teaching techniques e.g. rest breaks within the school.</p>	<p>Children with learning difficulties will meet or exceed their learning targets and will achieve well when compared to all children.</p> <p>Pupil perception interviews will report that these children are confident in their learning.</p> <p>Interventions and support are effective in improving pupil’s social, emotional or mental health well-being.</p>	<p>MyHappyMind to be purchased in Spring 1 and training completed ready for implementation in first week of Spring 2.</p> <p>LB, LA</p>

Identified Focus Area	Actions to be taken	Impact	Time frame Lead people
To ensure that children with medical and physical needs can access the curriculum.	To ensure that training is up to date with staff and good practice is implemented by outside agencies (OT, specialist teacher, S&L) through One Plans. To ensure that appropriate equipment and techniques are used to support the children as detailed in One Plans and EHC plans.	There are no barriers to learning for any of our children and they can access the curriculum fully whether in or out of the classroom.	One plan reviews January 2025. On-going monitoring of adaptive teaching by LB, LA & Governors.
To ensure that the curriculum and the resources used support inclusivity for all our children.	A review of resources used e.g. books, videos, displays and opportunities within the curriculum to ensure that we are giving the children the understanding, representation and tolerance of our community and the world we live in.	Children have a greater pride in their own identity and a growing understanding and respect for others.	Governors 02.04.25 (FGB) to feedback on review.
To complete a charter for children, parents and staff to agree on respectful ways in which we communicate with each other.	LB to meet with parents to discuss ways to improve communication. LB to meet with School Council representatives and prefects to get their views on what they would like to see in the charter.	There will be respectful communication, empathy and understanding between our whole school community. All stakeholders will be held accountable through the charters.	LB and Sheering school staff School Council Parents Governors
<b>Access to Information</b>			
To provide information in an accessible format for pupils and parents.	To review the website for ease of access to information.  To have a register of parents/carers who need printed information.  To have a register of parents/carers who need the information verbally.  To support new parents in accessing ParentMail, Tapestry and our other school systems for communication and payments.  To maintain good channels of communication between school and home and ask parents/carers for feedback in this area.	Parents will easily find necessary up-to-date information on our website.  All parents/carers will have the necessary information at the same time as everybody else.	Termly review of website carried out by governors.  Ongoing registers of parents who need information in a different format.  Questionnaires to be sent to parents/carers by the end of Spring 1.

What do we need to do?	How will we do it?	Impact	Time frame Lead people
<b>ACCESS TO BUILDINGS AND GROUNDS</b>			
Ensuring that we are aware of staff, parents and visitors' disabilities and needs.	<p>Ask if additional assistance is required when on the school grounds e.g. for assemblies, parent consultations and concerts.</p> <p>Ensure that parents and visitors know that they can request assistance at school events by stating this on invitation letters and providing a visible statement in entrance.</p> <p>Ensure that there is access to both disabled toilets at all times.</p>	Parents and visitors will feel that their individual needs are respected and they have the same access to the building or event as everyone else.	<p>On-going care taken when inviting the school community into the school.</p> <p>Admin staff, LB &amp; LA</p>
Ensuring that children with physical needs can access the buildings and grounds.	<p>Re-lay paths around perimeter of school to enable wheelchair and safe access for all.</p> <p>Ensuring that adapted furniture is well maintained and all staff know the expectations around the use of equipment to support individuals.</p> <p>Maintaining good communication with outside (OT, agencies so that recommendations are current.</p>	<p>Children using wheelchairs or other mobility aids will be able to access all areas of the buildings and grounds.</p> <p>Reasonable adjustments to classrooms allow safe access to the resources and the curriculum.</p>	<p>On-going monitoring of provision through One Plan reviews.</p> <p>SENCO</p>