

## Access Plan 2025-2028 – Updated 26.08.2025

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>		Principal / SLT / Teaching staff	Ongoing
Sensory Circuits	<p>Specialist equipment has been purchased to enable children with additional needs to complete Sensory Circuits.</p> <ul style="list-style-type: none"> <li>• 'A Sensory Circuit is a short plan of physical activities that enables children to achieve an optimal level of alertness. It lasts 10-15 minutes and consists of 3 sections: Alerting Activities, Organising Activities and Calming Activities'.</li> </ul>	Continue to expand on equipment/knowledge to enable children to benefit from the use of this facility.	Class T/A's	Ongoing

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<p>Access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Ramps - The school is all on one level and has mobiles for the Library &amp; Intervention /SEN Manager office. These mobiles both have ramp access.</p> <p>Corridor width - All corridors are accessible for wheelchairs and wide enough for manoeuvre.</p> <ul style="list-style-type: none"> <li>• Disabled parking bays - One disabled parking bay in the main staff car park</li> <li>• Disabled toilets and changing facilities - Changing facility in the disabled toilet for children that wear nappies. Frame for toilets to enable physically impaired children to use the facilities.</li> </ul> <p>Improved signage for toilets.</p> <ul style="list-style-type: none"> <li>• Doors - Some doors have windows to enable children in wheelchairs to see through, the majority of doors are fire doors and do not have this facility. Handles accessible for all.</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Access to all classrooms and areas of the school.</p> <p>Corridors to be tidy and free from obstructions</p> <p>Space to be keep free in case of disabled visitors.</p> <p>Annual maintenance checks for changing table.</p> <p>Additional handrails fitted for those with mobility issues.</p> <p>To be designed and positioned to inform those with visual impairment and wheelchair users.</p> <p>Doors checked regularly for defects.</p>	<p>Caretaker / Operations Manager</p> <p>Caretaker / Operations Manager</p> <p>Caretaker / Operations Manager</p>	<p>Ongoing</p>
<p>Fire alarms</p>	<ul style="list-style-type: none"> <li>• Currently auditory (two tone Klaxon) alarm in place.</li> <li>• Library has a howler alarm fitted.</li> <li>• Support in place for all in the event of an evacuation</li> </ul>	<p>Ensure support is in place for hearing impaired pupils or staff to be escorted from premises when the alarm sounds.</p>	<p>All school staff</p> <p>Class teachers</p>	<p>Ongoing</p>

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		<p>Regular evacuation monitoring. All classes have updated plans for evacuation.</p> <p>Fire wardens appointed for each class</p> <p>Personal emergency evacuation plans completed for identified pupils.</p>		
Emergency escape routes	<ul style="list-style-type: none"> <li>• Signage is kept clear and visible throughout school.</li> <li>• Included in Caretaker checks.</li> </ul>	<p>Continue to ensure signs are maintained.</p> <p>Included in Caretaker monitoring and reported the Trust via Smartlog software.</p>	Caretaker/ Operations Manager	Ongoing