



Croft C.E Primary School Accessibility Plan 2024 - 2027

| Priority | Lead people | Strategy/Action | Resources | Time | Success Criteria |
|---|---------------------------------------|--|--|-----------------------|--|
| Availability of written materials in alternative formats. | HT | Staff aware of services available through the L.A. Disabled people aware of facilities through signage. Improve availability of information for parents. | Contact details and cost of translations/ adaptations. | In place and ongoing. | Information to disabled pupils/parents as appropriate. Written information available in alternative formats. Take up of leaflets by parents. |
| Training for teachers on differentiating the curriculum and effective communication with parents. | SENCo HT | Staff training and meetings with parents of SEND pupils arranged. | Training time. TA time allocated. | In place and ongoing. | Increased access to the curriculum. Needs of all learners met. Parents fully informed. |
| Training for staff on increasing access to the curriculum for disabled pupils. | SENCo | Staff training on signing/ Braille etc when needed ongoing training on Autism. | Training time. TA time allocated. | In place and ongoing. | Increased access to the curriculum. Needs of all learners met. |
| Appropriate use of the specialised equipment to benefit individual pupils and staff. | SENCo HT Computing subject lead | Word processors for pupils with specific recording difficulties. | Specialist equipment as listed. | In place and ongoing. | Increased access to the curriculum. Needs of all learners met. |

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| | | <p>Specific training in word processing skills through the Touch Type Programme. Laptops.</p> <p>Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. Coloured overlays for pupils with a visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Staff trained as appropriate.</p> <p>Toilet frame in the Foundation Stage/KS1 toilets.</p> <p>Lower table in the hall at lunchtime for two pupils.</p> <p>Adjusted taps in each set of toilets throughout the school.</p> | | | |
| Appropriate uses of colour schemes for internal/external decoration to benefit pupils with visual impairments. | SENCo HT | Follow advice on contrasting colours and re-decorate as necessary. To review and update following discussions with adviser, parents and pupils. | Costs of redecoration. Build into maintenance budget. | In place and ongoing. | Physical accessibility of school increased. Steps and handrails safer for pupils/adults with visual impairment. Areas maintained on a regular basis. |
| Maintain a wheelchair accessible toilet. | HT/Premises Officer | Maintain a wheelchair accessible toilet. | Build into maintenance budget. | In place and ongoing. | Physical accessibility of school increased. Wheelchair accessible toilet. |
| Fit grab rails where necessary. | HT/Premises Officer | Maintain a wheelchair grab rails around the school site, including classrooms and other appropriate locations such as community hall. | Cost of new grab rails as needed. | | Accessibility of school and play areas increased. Physically impaired |

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| | | | | | pupils able to access all areas. |
| Improve independent access around school. | HT/Premises Officer | External classroom doors fitted with ramp facilities. | Cost of ramps. | When necessary. | All school areas accessible for a wheelchair. |
| Improve the quality of provision for children with specific learning needs. | HT/DHT | Provide a social, emotional interventions space. | £1500 | By September 2020 | The school experience enhanced for children with specific special needs. |
| Maintain safe access around exterior of school. | HT/Premises Officer | Ensure that pathway are kept clear of vegetation and are free from obstructions and large and uneven bumps. Make sure grounds maintenance contractors know which areas to prioritise. | To be advised if LA or school responsibility for pathways. | Ongoing | Disabled people to move unhindered along exterior pathways. |