



## DJS Accessibility Action Plan 2021-2024

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, and their families with a disability.

### **Aim 1: Increase the extent to which disabled pupils can participate in the school curriculum.**

Targets	Strategies	Timescale	Responsibility	success criteria
a) To liaise with Denmead Infant school and other providers to review potential intake annually.	To identify pupils who may need additional to or different from provision annually	summer term each year	year 3/lower school leaders Welfare Manager Inclusion Leader	Procedures/equipment / ideas set in place before the start of the autumn term
b) Further develop close liaison with parents.	Request parents attend termly parents evenings and request updates on relevant information regarding any disabilities Commission regular questionnaires to ascertain critical feedback in a wide variety of areas of school life.	termly	class teacher Welfare Manager Inclusion Leader	Parents share all relevant and up to date information about any disabilities
c) To further develop close liaison with outside agencies for pupils with ongoing health needs.  <i>Eg. Children with diabetes, severe asthma, epilepsy or mobility issues</i>	The Inclusion Leader to contact all agencies in Sept (and annually) to review healthcare plans or know health needs from relevant agencies & share with key staff.	ongoing	Inclusion Leader Class Teachers LSAs	all information and training of key staff is up to date



d) Ensure all school trips, and special events are fully accessible to all children	Complete special provisions/risk assessments for individual children on the event/school trip risk assessment	For every trip/event	Class Teachers Head Teacher	All children are able to access the trip/special event with any necessary adjustments to enable this to happen.
e) Review achievement of all SEN pupils termly.	Scrutiny of termly achievement and report to Gobs annually.  Regular liaison with parents. Support from Inclusion Leader as required.	termly	Inclusion Leader Class Teachers	Progress made towards PPP targets is good. Provision mapping shows clear provision and is reviewed termly.

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

Targets	Strategies	Timescale	Responsibility	success criteria
a) Improve physical environment of school to promote access for all so that all with a disability e.g. within pupil's immediate families are able to access our school.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	ongoing	FGB Leadership team Site Manager Local Authority	Pupils, staff and visitors able to move around the school with ease unhindered by premises developments.



	e.g. planning for a widened side entrance to enable easier access for all			
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b) Ensure that medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and develop individual healthcare plans when required.  Maintain the medical room as appropriate.	annually on entry to the school, plus termly updates at parents evenings	Welfare Manager Inclusion Leader	Children’s medical needs are appropriately met.
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**Aim 3: To improve the delivery of communications to disabled pupils and parents.**

Targets	Strategies	Timescale	Responsibility	success criteria
a) Review children’s records ensuring school aware of any disabilities for them or parents with regard to accessing school communications	Information collected about new children and their families on entry to the school.  Records passed up to new class teacher.  Office requests and reminders to inform school of any changes	annually	Welfare Manager Office staff Class Teachers	Necessary communication procedures set in place before the start of the autumn term
b) Ensure all children with communication difficulties have access to the curriculum	Individualised multi-sensory teaching strategies used for children with communication difficulties	ongoing	Class Teachers LSAs Inclusion Leader	all children able to access curriculum at appropriate level.