

Approved by:	Full governing body
Last updated:	30.09.24
Frequency of review:	Every 3 years
Next review by:	March 2026

As a school community, we need to address accessibility provision in the following areas: Sensory: Specific needs as a result of hearing and/or sight impairment. Physical: Specific needs as a result of fine and/or gross motor impairment. Mental: Specific needs as a result of mental and/or learning impairment. Medical: Specific needs as a result of a medical condition.	There are three strands to our PLANNING DUTY: 1. To increase the extent to which disabled pupils can participate in the school curriculum. 2. To improve the physical environment of our school. 3. To improve the delivery of information to disabled people.
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Area	Where we are now.	Timeframe	Targets	Strategies	Outcome / Comments
Sensory differences	<ul style="list-style-type: none"> * Links with sight & hearing impaired units. * Special equipment obtained as necessary. * The school is well lit. * Large print text obtained as required. * Dyslexia-friendly fonts used * Interactive whiteboards visible * Multi-sensory approaches used * Paint finishes chosen for visual simplicity. 	Autumn 2023	Neutral classrooms – use of hessian brown for display purposes to combat overstimulation from displays.	Purchase muted tones for backing paper	All classrooms with hessian effect paper in classroom – reduce cognitive load.
		Autumn 2024	Integrate 'hygge' into Nursery, Reception and KS1. Purchase soft play resources for Bluebell classroom Create breakout room in Library to ensure children who need a sensory break have a calm space to use in the main building. Painting of the school interior to remove sensory overload – natural tones.	Purchase lighting Move Library to different building to create space in main building. On a schedule the whole school to be re painted to support sensory processing and sensory difficulties.	Removal of strip lighting to support teaching and learning and sensory differences. Purchased and being used. Bluebell, Sunflower, Music room, Rise and Shine, Library, BASC and Resource room completed.
Physical differences	<ul style="list-style-type: none"> * Pencil grips available as needed. * All children encouraged to participate. * Ramps in place where necessary. * Mostly double doors to exit/enter buildings * Wide doors * 3 disabled toilets (1 in each building). 	Autumn 2022	Increase accessibility of garden / forest school for children with physical disabilities.	Involve DCC Physically Impaired Service. Costs met by DCC.	PI team to come out and look at potential ramp for outdoor areas to easier access.

	<ul style="list-style-type: none"> * Disabled car parking and signed access. * Kerbs dropped & tactile edges added. * Covered outdoor waiting area built. * Equipment made accessible. * Transport provided when necessary * Specialist seating provided as necessary. * Support from physically impaired service * Bars fitted in main school toilet * Support from OT 	<p>Spring 2023</p> <p>Spring 23</p> <p>Summer 2024</p> <p>Ongoing</p>	<p>Improved changing area in Nursery building.</p> <p>Moving and Handling CPD for all staff for supporting keeping children safe</p> <p>Adapt taps in KS1 classroom in two classrooms and KS2 toilets</p> <p>OT advice sought and put into place</p> <p>PI advice sought and put into place</p>	<p>Involvement from Moving and Handling and Physical Impairment team DCC.</p> <p>Penny Townsend – OT/Physio to deliver training</p> <p>Physical Impairment team DDC property team</p> <p>Referrals to team</p>	<p>15.06.21 – TM from Moving and Handling DCC team inspection – suggestions made and referral to PI team.</p> <p>17.02.23 – Training for all staff</p> <p>Installed by Plumber at cost to school</p> <p>Class teachers implementing recommendations with monitoring from SENDCo.</p>
Mental Health differences	<ul style="list-style-type: none"> * Links with outside agencies through CAHMS, MAT, MAAT. * SEN support materials. * Children grouped to meet individual needs. TA support as necessary. * Plans and provisions in place for those on the SEN register. * Withdrawal areas organised to cater for individual needs. * Support from SSEN and Ed Psychology 	<p>Autumn 2021</p> <p>Spring 2023</p> <p>Ongoing</p>	<p>Identify and train a mental health champion</p> <p>Ongoing programme of mental health assemblies and lessons over the year. Links with anti-bullying work.</p> <p>Access to COMPASS – Mental Health Support team.</p>	<p>Assigned to Mr Ford</p> <p>Mr Ford to ensure it is covered within new PSHE curriculum and Mr Ford/Mrs Mackey to ensure coverage through collective worship.</p> <p>Discussions with parents and staff to support and make referrals.</p>	<p>Children's mental health to be prioritised and staff to gain a deeper understanding of children dealing with mental health issues.</p> <p>Ongoing – Mrs Woods has taken over PSHE leadership.</p>
Medical differences	<ul style="list-style-type: none"> * Any medical support (inhalers etc) available at all times. * First aid boxes maintained and clearly marked. * First aid training up to date. * Links with the school nurse. * Office staff regularly updates medical lists and distributes to teachers. 	<p>Autumn 2023</p> <p>Spring 2023</p> <p>Autumn 2024</p> <p>Spring 2024</p>	<p>Training for Epi-pens and diabetes</p> <p>Train 2 more members of staff with paediatric first aid.</p> <p>Training for Epilepsy for staff</p> <p>Diabetes training for staff</p> <p>Refresher training for paediatric first aid training.</p>	<p>Training to be booked with Diabetes nurse</p> <p>Course booked and completed</p> <p>Awaiting confirmation from Epilepsy nurse</p> <p>Diabetes Nurse training booked</p> <p>Course booked in for next term.</p>	<p>Completed October 2023</p> <p>Completed January 2023 8 members of staff completed 2 day paediatric first aid training</p> <p>Completed February 2023</p> <p>Completed September 2024</p>