



# Ewelme Church of England (VA) Primary School

Ready Respectful Responsible Reflective Resilient

## Accessibility action plan

Approved by: J. Ottaway

Date: 11.05.22

Last reviewed on: May 2022

Next review due by: May 2025

Priorities and the specific outcomes we wish to achieve that will make practical improvements to equality. The action plan will also include the priorities of disabled people/parents consulted when appropriate.

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)
Fire procedures in place - inform.	Make individual aware of the PEEP personalised for them when they begin to use the premises.	Individual aware of evacuation procedure.	When necessary	Staff member in charge of visitor.
Class rotation system in place - inform.	Rotation of classes around Chaucer, Roet and/or annexe building on a yearly basis to suit the individual.	Individual's classroom remains in either Chaucer or Roet classrooms or Annexe building (rooms with best accessibility).	When necessary	All staff.
Ramp/rail installation – steps to annexe.	Ramp installed within acceptable cost. After assessment of benefit and prejudice to others.	Annexe accessible by individual.	In good time before start of individual's attendance.	SBM to arrange work to be carried out
Ramp/rail installation – steps from playground to Chaucer class entrance	Ramp installed within acceptable cost. After assessment of benefit and prejudice to others.	Chaucer classroom accessible by individual.	In good time before individual's start.	SBM to arrange work to be carried out
Ramp/rail installation – steps through peace garden and entrance to Roet class.	Ramp installed within acceptable cost. After assessment of benefit and prejudice to others.	Roet classroom accessible by individual.	In good time before individual's start.	SBM to arrange work to be carried out
Entry and Exit Route procedure in place - inform.	Make individual aware of the procedure for normal daily e and e to buildings.	Individual makes use of route if desired.	When necessary	HT
Increase access to curriculum in class.	Teachers will implement personalised plans for individual to take in to account equal access to resources, activities and adults. School will make the maximum funds possible available for resources.	Resources, activities and adult support all available to give equal access to curriculum.	In good time before start of individual's attendance.	Class teacher, curriculum leaders, HT

<p>Increase access to physical environment: Pupil/Staff.</p>	<ul style="list-style-type: none"> <li>• Playground accessible for all activities.</li> <li>• Signs improved throughout school for easy communication.</li> <li>• Quiet place made available where appropriate.</li> <li>• All extra-curricular activities assessed for accessibility by individual.</li> <li>• Accessibility to school trips assessed. Risk assessments modified. Support adults made available and correct transport used.</li> <li>• First Aid room made accessible.</li> <li>• Hall (Library/Lunch/Assembly) Arrangements made for access to hall through kitchen when necessary. Some activities transferred for ease of access.</li> </ul>	<p>Pupil/Staff member is able to monitor and evaluate accessibility at a high level and in no way patronising.</p>	<p>In good time before start of individual's attendance.</p>	<p>Class teacher, HT</p>
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Increase access to physical environment: Staff/pupil.	Undertake alteration to Office, Toilets and Staffroom for complete and equal access.	All areas present no significant hindrance to equal access.	In good time before start of individual's attendance.	HT
Increase provision of information	Website, paper, whiteboard and further communications to be assessed and altered within need of individual.	All information assessed by individual as accessible.	When necessary.	HT and SBM
Apply inclusion	Individual requested to be involved in decision making processes, monitoring and evaluation of procedures/practices and policies for disability in the school. Also requested to be a member of the school council and/or similar status.	Requests responded to.	When necessary.	HT
Increase access to educational environment: Debates/events/activities	Certain activities occasionally altered to be inclusive of individual(s).	Activities have taken place successfully.	When appropriate.	HT and class teachers
Assess factors which could hinder disabled participation in aspects of school life	Continuous monitoring in place for all elements of school life from the view point of individual(s). Changes implemented when review highlights issues.	Evidence of monitoring and documentation of evaluation with individual.	On going.	HT
Assessment of how children are achieving socially and academically	AfL and AoL take special consideration of individual. Usual tracking procedures will nominally highlight individual for discussion and evaluation.	Evidence of tracking and documentation of discussion about individual.	On going.	HT, class teachers
Training needs for staff	All staff in regular contact with individual will be trained in any necessary procedures/skills.	Training up to date.	As soon as consultant/Trainer is available.	HT to co-ordinate in-house and external training as required

HT = head teacher / SBM = school business manager