

THE ABBEY CE VA PRIMARY SCHOOL

Accessibility Plan – 2023 - 2026

The Access Plan is made within the context of the values of the Abbey School, in which we value *'the right of every child to the best quality education within a safe and supportive learning environment.'*

Aim	Objective	Actions to be taken	Timeframe	Outcome
<p>To enable all pupils, whatever their needs, to have access to the curriculum.</p>	<p>There is a consistent approach to Quality First Teaching at The Abbey School.</p>	<p>The Abbey School 'Quality First Teaching Overview' to be created by Class Teachers and SLT. Teachers to be supported to understand how to use strategies and reasonable adjustments to meet specific needs.</p>	<p>'Quality First Teaching Overview' to be finalised in Jan '23</p>	<p>Class teachers are familiar with the strategies and reasonable adjustments that need to be in place to meet the specific needs of pupils in the class. Provision is planned to meet the needs of all children.</p>
	<p>All staff working with children with SEND have access to the relevant information required to support them in school.</p>	<p>Class overview folders to be created containing relevant information including Learning Passports and Provision Maps.</p>	<p>Class overview folders to be finalised Jan '23 Key documentation to be updated regularly – ongoing</p>	<p>All staff will feel well informed about the children they work with. Provision and reasonable adjustments will be consistently in place for pupils with SEND</p>
	<p>Teachers and support staff working with children with SEND will receive appropriate training or advice.</p>	<p>Training needs of staff to be identified. SENCo to deliver termly training sessions to support staff. Staff to be encouraged and supported to attend external training.</p>	<p>Ongoing</p>	<p>Teachers and support staff will feel confident to provide effective provision for pupils with SEND specific to their needs. All pupils will have access to appropriate provision and resources to meet their specific needs.</p>
	<p>Opportunities to learn outdoors are available to all children.</p>	<p>Planned opportunities to utilise the outdoor space are incorporated into the school year i.e The Big Bird Watch, Mini Marathon, class planting. Staff are given opportunities to share good practice with regard to using the outdoor spaces e.g. the sensory trail, reading circle for the whole class and individual children.</p>	<p>Ongoing</p>	<p>All children have the opportunity to learn in the outdoor environment. Those children who need time outside of the classroom have an outdoor space to utilise.</p>

Aim	Objective	Actions to be taken	Timeframe	Outcome
To improve the physical environment of the school to ensure, wherever possible that accessibility is not a barrier to preventing pupils from attending school	To create calm classroom environments.	All classes to create display boards using neutral coloured backing paper or material. All classes to have specific resource areas that are accessible for children but that are tidily stored away when not in use.	Sep. '23	Children with sensory needs will be supported to have some of their sensory needs met in class. All children will be more able to focus and be more engaged in their learning.
	To create a quiet space on the Key Stage 2 playground.	PTA to fund resources for the KS2 playground including a covered pagoda, benches and storage.	Sep. '23	Children who find the playground environment too busy will have an alternative place to go at breaks. Children who need time away from the class to emotionally regulate can use a safe outdoor space.

- ❖ Many facilities, including classrooms, playground and toilets can only be accessed by means of stairs and steps. Extensive modifications would have to be made to the building and access paths to provide accessibility to physically disabled pupils. The restrictions of the site and the financial implications may make such modifications impossible difficult to carry out.
- ❖ If a child with a physical disability applies to the school, access provision will be reviewed with regard to the specific needs of the child after taking advice from the LEA.
- ❖ The access plan will be reviewed every three years.
- ❖ The school brochure contains a statement on accessibility.