**Access Plan 2025-2028 Updated September 2027**

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
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| Access to the curriculum for pupils with a disability | • Our school offers a differentiated curriculum for all pupils<br>• We use resources tailored to the needs of pupils who require support to access the curriculum<br>• Curriculum resources include examples of people with disabilities<br>• Curriculum progress is tracked for all pupils, including those with a disability<br>• Targets are set effectively and are appropriate for pupils with additional needs<br>• The curriculum is reviewed to make sure it meets the needs of all pupils | | Principal / SLT / Teaching staff | Ongoing |
| Sensory Circuits | Specialist equipment has been purchased to enable children with additional needs to complete Sensory Circuits.<br>• 'A Sensory Circuit is a short plan of physical activities that enables children to achieve an optimal level of alertness. It lasts 10-15 minutes and consists of 3 sections: Alerting Activities, Organising Activities and Calming Activities'. | Continue to expand on equipment/knowledge to enable children to benefit from the use of this facility. | Class T/A's | Ongoing |

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| Access to the physical environment | The environment is adapted to the needs of pupils as required. This includes:<br>Ramps - The school is all on one level and has mobiles for the Library & Intervention /SEN Manager office. These mobiles both have ramp access.<br><br>Corridor width - All corridors are accessible for wheelchairs and wide enough for manoeuvre.<br><br>• Disabled parking bays - One disabled parking bay in the main staff car park<br><br>• Disabled toilets and changing facilities - Changing facility in the disabled toilet for children that wear nappies.<br>Frame for toilets to enable physically impaired children to use the facilities.<br><br>Improved signage for toilets.<br><br>• Doors - Some doors have windows to enable children in wheelchairs to see through, the majority of doors are fire doors and do not have this facility. Handles accessible for all.<br>• Library shelves at wheelchair-accessible height | Access to all classrooms and areas of the school.<br><br>Corridors to be tidy and free from obstructions<br><br>Space to be keep free in case of disabled visitors.<br><br>Annual maintenance checks for changing table.<br><br>Additional handrails fitted for those with mobility issues.<br><br>To be designed and positioned to inform those with visual impairment and wheelchair users.<br><br>Doors checked regularly for defects.<br>Several fire doors have been replaced over the summer. | Caretaker / Operations Manager<br><br>Caretaker / Operations Manager<br><br>Caretaker / Operations Manager | Ongoing |
| Fire alarms | • Currently auditory (two tone Klaxon) alarm in place.<br>• Library has a howler alarm fitted.<br>• Support in place for all in the event of an evacuation | Ensure support is in place for hearing impaired pupils or staff to be escorted from premises when the alarm sounds. | All school staff<br><br>Class teachers | Ongoing |

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| | | Regular evacuation monitoring. All classes have updated plans for evacuation.<br>Fire wardens appointed for each class<br>Personal emergency evacuation plans completed for identified pupils. | | |
| Emergency escape routes | • Signage is kept clear and visible throughout school.<br>• Included in Caretaker checks. | Continue to ensure signs are maintained.<br>Included in Caretaker monitoring and reported the Trust via Smartlog software. | Caretaker/ Operations Manager | Ongoing |