

Maryland Primary School

Accessibility Plan



Action	Person responsible	Time	Resources	Success Criteria
Physical				
-Ensure physical access for All pupils.	-Inclusion Lead -SLT	Ongoing	Inclusion Budget	-Pupils regardless of physical ability are able to access all areas of the schools because reasonable adjustments have been made in necessary areas. E.g., ramps, hand rails etc
Curriculum				
-Pupils with diagnoses of ASD are able to engage in routines, lessons for longer periods at a time.	-Inclusion Lead -Support staff -SLT	Ongoing	-Sensory Room -Use of Zones of regulation strategies	-Remarkable progress in the achievement of pupils with additional needs.
-Close working with outside agencies such as LCIS, CND, OT and SALT to support pupils with additional needs.	-Inclusion Lead	Ongoing	Inclusion Budget- procurement of SLAs	Staff are equipped with strategies to support pupils. Pupils engage in learning for longer periods of time
Information				
Continuous culture of effective communication between stakeholders	SLT	Ongoing	-‘Teacher to Parents’ system -Website -Newsletter -Email	-School website is compliant with SEND information - Issues raised by school or parents are resolved quickly due to culture of open-door policy . - Parents are contacted online text message system to contact parents in case of emergencies.
-Accessibility plan is made available to staff. -Governors to monitor the delivery of Accessibility plan.	SLT Governors	Ongoing	-Staff meetings -Governors’ meeting/visits	-Accessibility Plan targets achieved. -All pupils reach their full potential. - Staff and Governors are aware of the plan
All staff to be aware of Public Equalities Act and its implications.	SLT Teachers	ongoing	-Staff meeting -Inductions	All staff are aware of the Equalities Act and its implications for teaching and learning. - All new staff are made aware of the Equalities Act as part of induction procedures. - Signposting to Equalities duty, policy and action plan.