

Tonacliffe Primary School

Accessibility Plan 2025– 2026

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	SUCCESS CRITERIA
Physical Access/ Environment	<ul style="list-style-type: none"> To ensure that pathways to and from school allow safe access by all pupils, parents, staff and visitors. 	Site supervisor to check daily	Improved safe access into school for all pupils.	Checked daily	Safe access into school for all pupils, parents, staff and visitors.
	<ul style="list-style-type: none"> To ensure that fire escapes and procedures for evacuation are revised and visibly marked around school. 	Review of fire procedures etc. Ensure relevant officer has received updated training. Ensure that regular practices occur.	All fire procedures are updated and known to all staff and pupils as necessary.	September 2025	Working environment conducive to rigorous safety standards.
	<ul style="list-style-type: none"> To ensure that any restructuring includes appropriate access for all. 	Work with Property Services to ensure that all criteria are met re: Disability Act.	Access for all at school.	Before any restructure takes place, a suitable timeframe will be set.	All new work meets the required standards.
	<ul style="list-style-type: none"> Ensure that all internal/external steps are edged with high visibility paint (where necessary). 	Contact and arrange with Property Services	All indoor/outside steps are clearly marked.	When needed	Internal/ external steps are edged with high visibility paint (and work is maintained)

	<ul style="list-style-type: none"> • Audit and request any specialist equipment for new starters where necessary • Audit school furniture/ room layouts related to pupil and school community access • Complete risk assessments for children who are at risk of leaving the school grounds/hiding inside school premises 	<p>SENCO to liaise with SENDO</p> <p>H&S officer to assess with SENCO Provide lower stimulation environments for children with significant sensory/SEMH needs.</p> <p>Strategies to be reviewed and shared with all staff as and when necessary.</p>	<p>Specialist equipment to be requested and used where necessary</p> <p>Access for all at school</p> <p>Staff will know where children are at all times.</p>	<p>Ongoing</p> <p>When needed</p> <p>Reviewed regularly in line with needs of children</p>	<p>Pupils have equipment and are able to access school environment</p> <p>Rooms and furniture support access</p> <p>Children will be safe in school.</p>
Curricular Access	<ul style="list-style-type: none"> • To ensure that teachers and support staff have the necessary training to teach and support pupils with a disability. • To ensure that children with hearing impairments are seated appropriately in order to be able to see and hear lesson content 	<p>To carry out teaching and support staff training needs analysis to establish training needs.</p> <p>Consult with HI specialist teachers</p>	<p>Staff more able to meet the requirements of disabled children's needs with regard to accessing the curriculum.</p> <p>Needs of children with HI are being met</p>	<p>September 2024 and throughout the school year</p> <p>Reviewed after each visit from HI and VI teachers</p>	<p>Increase in access to National Curriculum.</p> <p>Children are seated appropriately for their needs.</p>

	<ul style="list-style-type: none"> To maintain appropriate recommendations from the hearing impairment environmental audit To ensure that key staff are trained in sign language, Makaton and PECS as appropriate 	<p>Consult with caretaker regarding necessary changes to physical environment as they arise</p> <p>Trained staff to disseminate to wider staff e.g. assembly time, staff briefing</p>	<p>Needs of children with HI are being met</p> <p>Needs of children are being met</p>	<p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p>	<p>Advice is sought when queries arise. Advice is implemented when received.</p> <p>Staff communicate clearly with children. Children are increasingly able to communicate with staff and peers.</p>
Access to Information	<ul style="list-style-type: none"> To ensure parents are aware of agencies and the written materials available from the LA to support disabled pupils. To ensure that parents who cannot read because of an underlying condition such as dyslexia can access written information 	<p>The school makes parents aware of the services and written materials provided by the LA by:</p> <ul style="list-style-type: none"> - SENCo - Newsletter - Leaflets - Parents Meetings - School Nurse - School Notice board <p>Increase in the amount of correspondence being published on the school website means parents can enlarge as necessary and ask support from friends and family if they do not</p>	<p>Parents are aware of the information available from different agencies</p> <p>If needed, the school can provide written information in alternative format.</p>	<p>When a disabled child starts at the school information will be given on their admission meeting.</p> <p>FIND newsletter available on school website.</p> <p>Website updated at least weekly</p>	<p>Improved dissemination of information.</p>

		feel comfortable asking school staff for support			
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