

## Petersgate Infant School Accessibility Action Plan 2024-2025

<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Monitoring Process</b>
<p>Ensure access needs of all disabled children, staff, governors parents/ carers and visitors are met</p>	<ul style="list-style-type: none"> <li>• Create access plans for individual children with disabilities.</li> <li>• Disabled Driver bays provided</li> <li>• Accessible adult and children’s toilet</li> <li>• Rise and fall bed</li> <li>• Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school.</li> <li>• Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired.</li> <li>• When new staff or governors are appointed ensure they are able to access all areas of the school site.</li> </ul>	<p style="text-align: center;">As required</p>	<p>Records kept of adaptations made to meet individual needs. Care plans and PEEPS</p>
<p>Ensure all pupils with disabilities have access to any specialist equipment which they require</p>	<ul style="list-style-type: none"> <li>• On admission, assess the needs of children in each class.</li> <li>• Ensure adequate access to e.g. writing slope, headphones, pencil grips etc.</li> <li>• Consult with specialist teacher advisors for physical, hearing or visual impairment as required to ensure children have access to more specialised equipment if required.</li> </ul>	<p style="text-align: center;">At the beginning of the academic year for year R and at point of entry for children who join later in the year</p>	<p>Records kept of adaptations made to meet individual needs. SEN support provision maps for those children on the SEN register.</p>

<p>Ensure all pupils with disabilities can participate fully in the whole school curriculum</p>	<ul style="list-style-type: none"> <li>• At the beginning of each academic year or when a child joins the school identify any barriers to learning presented by any disability.</li> <li>• At the beginning of each learning journey, or when planning a school trip or event plan how the barriers can be overcome. Involve parents/carers in this process.</li> </ul>	<p>As required</p>	<p>Records kept of adaptations made to meet individual needs. SEN support provision maps for those children on the SEN register.</p> <p>Risk assessment undertaken for school trips</p>
<p>Ensure all staff have a sufficient awareness of how to meet the needs of children with disabilities</p>	<p>Review staff training needs, particularly if a child with a disability joins the school, and plan accordingly. This includes training for teachers, teaching assistants, office staff and lunchtime team.</p>	<p>Beginning of each academic year or on appointment. Then as required.</p>	<p>Staff training records.</p>
<p>Ensure all doors and glazed areas are compliant with DDA regulations and enable safe access for those with a visual impairment</p>	<p>When new windows/doors are fitted that measures such as manifestations and coloured frames are included. This will be done in consultation with Hampshire Property services.</p>	<p>All windows and doors replaced 2023</p>	<p>Premises inspection by governors with responsibility for Health and Safety.</p>