

Appendix 1 – Gnosall St. Lawrence CoE Primary Academy Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers an adapted curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. This includes, but is not limited to, the use of personal workstations, adapted written texts, sentence stems, word banks and 1:1 support/ small group support where necessary. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. These are reviewed with the school's SENCO regularly.</p>	<p>To raise the awareness of all staff on how to meet the social, emotional and academic needs of children with a range of disabilities (for example, dyslexia, dyspraxia, autism spectrum disorders)</p> <p>That increased numbers of staff have training on communication strategies eg. Makaton to assist those children who respond more effectively using this form of communication.</p>	<ul style="list-style-type: none"> • Complete audit of need with all members of staff • Whole staff training on early signs of dyslexia/ dyspraxia • Ensure key members of staff receive training on communication methods, e.g. Makaton 	<p>Kirsten Sweet</p>	<p>Academic Year 2024-2025</p> <p>Ongoing as need evolves and children with additional needs join the school.</p>	<p>Staff have a greater awareness of how to ensure that children with dyslexia, dyspraxia and autism are best supported to allow them to reach their full potential in school.</p>

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	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Availability of coloured overlays, work printed on pastel coloured paper for all children with dyslexia to help them with the writing process.</p> <p>Children are assessed to determine whether there is a need for access arrangements to ensure that they are able to complete end of Key Stage tests to the best of their ability. This includes the use of scribes, extra time and prompters.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required and is regularly reviewed when new children join the school.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Wheel chair lift from the main reception to the first floor • Corridor width 	<p>Improve access to the school for children with a visual/hearing impairment.</p> <p>Improve access to the field for children in a wheelchair.</p>	<p>Complete a survey of the environment to establish how accessible it is for children with a hearing/visual impairment.</p> <p>Ensure all steps have yellow warning lines so that they are more user</p>	<p>Kirsten Sweet/SENCO Site Manager</p>	<p>Ongoing</p>	<p>Children with a physical impairment are able to successfully access the school grounds and feel safe doing so.</p>

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	<ul style="list-style-type: none"> • Disabled parking bays • 2 x disabled toilets. One located near the main reception and one located on the first floor next to the Head Teacher's office. • Visual Timetables • PEPs are in place for children who need them in the event of a fire. Temporary ones are drawn up if children suffer a short term injury in which their mobility is restricted. 		friendly for children with a visual impairment.			

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources where necessary • Visual timetables • An open door policy in which parents can arrange to talk to staff at their convenience • At least termly meetings with children • PEC boards 	<p>To increase awareness of support networks for parents of children with a disability.</p> <p>Provide all correspondence in large font/Braille where this is needed.</p>	<p>Provide leaflets/websites which are readily available, advising parents of children with disabilities of support networks available.</p> <p>Adapt correspondence as required to respond to the needs of all pupils.</p>	<p>Kirsten Sweet SENCO</p>	<p>Summer 2025</p> <p>Ongoing in response to need</p>	<p>Parents feel more informed about the level and type of support available.</p> <p>Correspondence is accessible to all.</p>