

Deer Park Primary School

Accessibility Plan 2023 - 2026



AIM	CURRENT GOOD PRACTICE <i>Include established practice and practice under development</i>	OBJECTIVES <i>State short, medium and long term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with SEND	<p>Provision maps are maintained and progress tracked</p> <p>Interventions well established</p> <p>Cross school partnership working established through networks and cluster meetings</p> <p>Good professional relationships with external agencies</p> <p>Autism Advocates training underway</p> <p>SEND review completed</p>	<p>Allocate room for Nurture group and train leaders. Set up provision and carry out whole school CPD.</p> <p>Develop resources so that all children can access the same outdoor provision.</p> <p>Develop additional sensory garden area/play area at the back of school.</p> <p>Ensure that students have the correct equipment in school to allow them to access learning in and out of the classroom.</p> <p>Appropriate staff trained in peg feeding, diabetes and epilepsy training is renewed ensuring students are able to access all areas of the curriculum</p> <p>Achieve IQM award</p>	<p>Nurture and forest schools provision well established.</p> <p>Develop the outdoor resources so that they are accessible to all including wheelchair users e.g. potting station and low standing tables that the chair can fit under</p> <p>PEG feeding training to be undertaken at the royal, diabetes and epilepsy training renewed in school.</p> <p>Complete IQM folder and submit.</p> <p>Autism Advocates training completed and whole school plan of CPD set for the following years.</p>	<p>ALu, TLu, VWTa</p> <p>ALu, PBi</p> <p>DCC, Sp & Lang, diabetes team, Chesterfield Royal.</p> <p>TLu, ALu</p> <p>TLu</p>	<p>Summer term 2026</p> <p>Ongoing</p> <p>September 2023 and every September following</p> <p>Summer term 2026</p> <p>July 2023 with clear CPD plan up to 2026</p>	<p>SEND pupils and those with SEMH needs have access to additional resources and provision.</p> <p>All students with additional needs and physical disabilities have access to the same provision outdoors as all other children. SEND children in KS1 and KS2 have access to outdoor sensory provision.</p> <p>External agencies ensure that specialist training and equipment is provided and reviewed regularly so that it is fit for purpose.</p> <p>IQM award achieved.</p> <p>Autism Advocates training complete and a CPD plan for further staff development is in place. Additions to the learning environment and provision are added as a result of deeper understanding from staff</p>

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Improve and maintain access to the physical environment	<p>All doorways and paths are now accessible</p> <p>Private space for changing allocated</p> <p>Quiet area demarcated and set up for 1:1 work</p>	<p>Improve the space in the disabled toilet so it is more accessible</p> <p>Ensure all outdoor learning spaces and allotments areas are accessible to all</p> <p>Zone the playground and repurpose each area so that quiet areas can be provided for those who need it and play equipment and games are accessible to all.</p>	<p>Fit changing bed in the toilet area.</p> <p>Re-design outdoor areas in the EYFS and outside the staffroom so that all children can access the provision. Ensure the garden area and allotment and any future forest school provision is wheelchair accessible and if this is not possible provide low standing planters, benches and tables on ground level that wheelchairs can easily fit under.</p> <p>Work alongside the PTA to raise funds for equipment. Using children's wishes design new areas and zone off areas where children can go for quiet time.</p>	<p>DCC, TLu</p> <p>ALu, PBi</p> <p>ALu, PBi,</p>	<p>Summer 2024</p> <p>Summer 2025</p> <p>Ongoing</p>	<p>Disabled toilet has adequate access for couch and wheelchair.</p> <p>The EYFS and outdoor play areas are more accessible to pupils and parents.</p> <p>All pupils to be able to access provision at play times and have spaces where they can retreat without the busyness and noise.</p>

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Use of visual aids well embedded.</p> <p>Excellent communication with parents and carers maintained.</p> <p>Makaton sign beginning to be used in EYFS to support pupils.</p> <p>Good systems for remote teaching in place when pupils cannot access school.</p>	<p>Embed the use of Makaton sign across the school</p> <p>Ensure visual signs are used throughout the school as well as written signage</p> <p>Embed the use of Widget</p>	<p>Introduce sign of the week throughout the school.</p> <p>Update signage throughout school with Makaton sign and visual aids.</p> <p>Staff to use Widget across the curriculum.</p>	<p>ALu, TLu, CBa</p> <p>TLu, ALu</p> <p>All staff</p>	<p>Spring 2024</p> <p>September 2023</p> <p>September 2023</p>	<p>All written signage is accompanied by a visual sign.</p> <p>Pupils, parents and staff use Makaton signage throughout school.</p> <p>Any new resources that are made include visual aids where appropriate.</p>