Deer Park Primary School
Accessibility Plan 2026 - 2029

AIM	CURRENT GOOD PRACTICE *Include established practice and practice under development*	OBJECTIVES *State short, medium and long term objectives*	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with SEND	Provision maps are maintained and progress tracked Interventions well established Cross school partnership working established through networks and cluster meetings Good professional relationships with external agencies Quality CPD using external agency partners SEND review completed	Refurbish the old staff room to make an intervention space with outdoor access. Knock through two cupboards in Lower LS2 to make an intervention space. Develop resources so that all children can access the same outdoor provision. Ensure that students have the correct equipment in school to allow them to access learning in and out of the classroom. Appropriate staff trained in diabetes and epilepsy training is renewed ensuring students are able to access all areas of the curriculum	Nurture and forest schools provision well established. 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 CPD calendar in place in conjunction with ISAS and EP service. Diabetes and epilepsy training renewed in school. CNET complete SEND review	ALu, PFl, DCa ALu, PFl DCC, Sp & Lang, diabetes team, Chesterfield Royal.	Summer term 2027 Ongoing Every Wednesday Annually	SEND pupils and those with SEMH needs shave access to additional resources and provision. 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. External agencies ensure that specialist training and equipment is provided and reviewed regularly so that it is fit for purpose. 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

AIM	CURRENT GOOD PRACTICE *Include established practice and practice under development*	OBJECTIVES *State short, medium and long term objectives*	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	All doorways and paths are now accessible Private space for changing allocated Quiet area demarcated and set up for 1:1 work	Improve the space in the disabled toilet so it is more accessible Ensure all outdoor learning spaces and allotments areas are accessible to all Zone the playground and repurpose each area so that quiet areas can be provides for those who need it and play equipment and games are accessible to all.	Fit changing bed in the toilet area. 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. 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.	DCC, PFl, DCa ALu, DCa ALu,, DCa	Summer 2024 Summer 2025 Ongoing	Disabled toilet has adequate access for couch and wheelchair. The EYFS and outdoor play areas are more accessible to pupils and parents. All pupils to be able to access provision at play times and have spaces where they can retreat without the business and noise.

AIM	CURRENT GOOD PRACTICE *Include established practice and practice under development*	OBJECTIVES *State short, medium and long term objectives*	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Use of visual aids well embedded. Excellent communication with parents and carers maintained. Use of Widget consistent throughout the school	Embed the use of Widget across the school Ensure visual signs are used throughout the school as well as written signage	Update signage throughout school with Widget sign and visual aids. Staff to use Widget across the curriculum.	ALu, PFl, All staff	Summer 2027	All written signage is accompanied by a visual sign. Pupils, parents and staff use Widget signage throughout school. Any new resources that are made include visual aids where appropriate.