



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

Aim	Current good practice	Objectives State short, medium, long term.	Actions to be taken	Person responsible		Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Pupils, regardless of disability, have access to the full National Curriculum, differentiated to take account of access and learning needs.</p> <p>Advice and support, where appropriate, are sought from the appropriate external agencies.</p> <p>All staff attend appropriate CPD for children with additional needs e.g. autism, hearing impairment etc</p> <p>Appropriate staff trained for administering medicines/ managing medical conditions</p> <p>SENCO leader training (Trust and LA)</p>	<p>Ensure FS staff have adequate training around children with additional needs joining the school in September.</p> <p>Meetings to be held with nursery sessions/parents prior to children starting school.</p> <p>Liaise with the school nursing team to ensure care plans are in place where necessary.</p>	<p>Training around photosensitivity.</p>	<p>SENCO/Head Teacher/ Curriculum lead.</p>	<p>September 2022</p>	<p>All pupils can access the curriculum regardless of disability.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>The approach and car parking is convenient, routes are wide enough and visual signage is clear.</p>	<p>Medium term plan- Mark up car parking spaces including accessible.</p>	<p>Mark out parking spaces and allocate disabled parking close to rear entrance of school.</p>	<p>SS/DE</p>	<p>Dec 22</p>	<p>Car parking is accessible to all.</p>

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	<p>The building is within convenient distance of a highway, public transport and convenient car parking.</p> <p>Routes and external level change are ramped and are suitably graded, surfaced and fit for use.</p> <p>Entrances including reception have doors that are clearly distinguishable, permit passage for wheelchair users. Door furniture can be used at both standing and seated height and can be easily grasped. Floor surfaces are slip resistant and firm for wheelchair maneuver. The Reception desk is suitable for approach from both standing and seated positions.</p>	<p>External step nosings are not marked with high contrast paint.</p> <p>The intercom to access the visitors gate is situated out of reach for a wheelchair user and there is a small step to gain access to the grounds.</p> <p>The intercom to the office building is situated out of reach for a wheelchair user.</p> <p>None</p>	<p>Paint step nosings.</p> <p>Lower the intercom and put in place a procedure for those in wheelchairs to be met at the childrens entrance and escorted to their destination.</p> <p>Wheelchair user visitors to be met at the childrens entrance and escorted in above formalized procedure. Removes the need</p>	<p>Headteacher to delegate to caretaker.</p> <p>Office Staff</p> <p>Office staff</p>	<p>Sep 21</p> <p>September 21</p> <p>September 21</p>	<p>Steps are clearly visible to all.</p> <p>Main entrance is accessible to all.</p>
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	<p>Horizontal movement and assembly- Corridors are wide enough for a wheelchair user to manoeuvre. They are free from obstruction and this is visually checked daily. Turning space is available for wheelchair users and floor surfaces are suitable for manoeuvre. Directional fire escape signage is in place and can be seen from both sitting and standing levels.</p> <p>Vertical movement and internal level change- The office block that houses the head teacher, office staff and staffroom have an internal level change. The stairs have a hand rail .</p> <p>Doors are readily distinguished and serve both a functional and safety purpose.</p>	<p>Although the stair pitch is even the nosings are not clearly identifiable and the carpet is well worn.</p> <p>Some doors are missing closers. Bring all doors to the same standard.</p> <p>None</p>	<p>to use this intercom.</p> <p>None</p> <p>Get quotes for alternative floor coverings/nosings.</p> <p>Fit new closers to doors as required.</p> <p>None</p>	<p>N/A</p> <p>SS</p> <p>Caretaker</p> <p>N/A</p>	<p>N/A</p> <p>July 23</p> <p>Sep 22</p>	<p>Horizontal movement can be made by all.</p> <p>Internal level changes can be made with ease and safely.</p> <p>Doors are functional for all.</p>
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	<p>Clear opening width permits wheelchair access and handles are at a sufficient height for standing and sitting and easily operated.</p> <p>Door mechanisms are checked regularly.</p> <p>Lavatories- WC provision is made for people with disabilities. It has slip resistant floorings which are easily distinguished from the background. Ambulant disabled people can manoeuvre and raise themselves in standard cubicles. Wheelchair approach is free of steps/narrow doors and obstructions. Fittings and light switches are easily reached and operated, hand washing facilities are within reach of someone seated on the W.C. Grab rails are fitted in appropriate positions to facilitate use of the W.C. and the manoeuvring area is free of obstruction.</p>	<p>None</p> <p>None</p> <p>None</p>	<p>None</p> <p>None</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Lavatories can be used by all.</p> <p>Fixtures and fittings are accessible to all.</p>
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	<p>Fixtures and fittings- Lunchtime counters are accessible to all users. It is possible for people with disabilities to serve as volunteers. Display and bookshelves are visible and accessible for people with disabilities. Eating and meeting spaces allow for use by wheelchair users and other people with disabilities.</p> <p>Means of escape- Final exit routes are accessible to all including wheelchair users, as are the entry routes. Personal emergency evacuation plans (PEEPs) are in place for those that require assistance. Staff are trained in evacuation procedures. Fire warning devices and detectors are routinely and regularly checked.</p>		None		N/A	Escape routes can be accessed by all.
Improve the delivery of Information to pupils with a disability	Lighting throughout school is adequate for the needs of all. Large-print versions of information can be made available if needed.	There is no braille information available for people with visual disabilities.	This can be purchased through an outside agency as and when required.	Headteacher	As required	Information is delivered efficiently to pupils.

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		The building is not equipped to provide hearing assistance.	An induction loop could be fitted as and when required.	Headteacher	As required	
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