**PAISLEY PRIMARY SCHOOL**

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**We value every child in our community: we want them to aspire to the greatest things!**

**Accessibility Action Plan**

**September 2023**

**Accessibility Action Plan 2022**

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| **TARGET 1 - To ensure curriculum access and involvement for disabled pupils** | | | | | | |
|  | **ACTIONS** | **RESPONSIBILITY** | **TIMESCALE** | **RESOURCES** | **SUCCESS CRITERIA** | **MONITORING / EVALUATION / REVIEW** |
| All staff to be fully aware of their roles and responsibilities in meeting the needs of disabled children. | Policies and guidance updated.  Safeguarding and CP policies updated.  Equality Plan in place. | HT/SLT/Governing Body/all staff | 2023-24 | INSET  Curriculum release time  SLT meetings | Policies in place.  QA activities to ensure policies are being enacted in all aspects of school life | HT/SLT/Governing Body |
| Ensure staff are fully trained to meet the needs of the children in their care. | Safeguarding training  INSET on SEND & updates  Equality plan in place | HT/SENDCo/SLT | INSET  Curriculum release time  SLT meetings | All staff have received L1 safeguarding training. There are 5 staff L3 safeguarding trained. The DSL and DDSL are both senior staff.  SEND inset (lead by SENDCO to upskill staff on emerging needs in school)  PSED inset from senior staff re behaviour plans, inclusive practice. | HT/SENDCo/SLT |
| Disabled pupils make good progress. | Clear identification of need.  Tracking and target setting.  Monitoring of progress.  Review meeting with parents, agencies, stakeholders | HT/SLT/SENDCO | INSET  SIO training SLT | SEND pupils make good progress.  Termly analysis of data indicates good progress.  QA activities in school to ensure school policy and process is being enacted in all classrooms across school | HT/SLT/Governing Body |
| Overcome any potential barriers to learning for all pupils. | IEPS and one page profiles for all SEND pupils, including those with an EHCP, to outline provision, adaptations and target setting – reviewed termly as a minimum.  Policy and procedures in place to support children with behavioural needs – behaviour plans  Weekly inclusion meetings  Activate/VAK in place.  For pupils with plans, regular review meetings with parents, stakeholders, agencies etc | HT/all staff/CP Co-ordinator/SENDCO | INSET meetings  SLT meetings | Behaviour Policy monitored and evaluated at least termly, reviewed annually.  Paisley Principles and QA activities to ensure enactment in all areas of school life  Safeguarding officer / CP officer supporting welfare needs of all children.  Inclusion team review meetings  SEND termly reviews with all SEND parents/carers | HT/SLT/Governing Body |
| **TARGET 2 - To improve the environment of the school to increase the extent to which disabled pupils (and adults) can take advantage of education and associated services.** | | | | | | |
|  | **ACTIONS** | **RESPONSIBILITY** | **TIMESCALE** | **RESOURCES** | **SUCCESS CRITERIA** | **MONITORING / EVALUATION / REVIEW** |
| Ensure the school is, within reason, fully accessible to all. | Ensure blinds in all classrooms are effective in reducing glare.  Ensure all rooms are at least partially carpeted, where practicable. New flooring (hard/ wipeable surfaces in most areas of school from September 2022)  Careful choice of colour and contrasts when redecorating – to be white and grey in most areas.  Ramping of all access points.  Ensure playground areas secure, fenced and gated.  Take any further actions and reviews to meet the on-going needs of new children in school/community.  New Lodge classrooms accessed via DDA compliant ramp.  Stage accessed via DDA compliant ramp.  Sinks to be fitted in classrooms, where these are currently absent | HT/H&S staff/H&S governor /site facilities officer | 2023-24 | Capital Budget | The school environment is safe and accessible to all – monthly health and safety walks by lead and site custodian  Paisley principles – environment non-negotiables are being adhered to at all points  Classroom and environment non- negotiables – QA activities ensure compliance by all staff  Appropriate learning environments to meet all ability needs.  Building redecoration and refurbishment has enhanced learning opportunities for all groups. | HT/H&S staff/H&S governor /site facilities officer |
| **TARGET 3 - To improve the delivery of information to SEND pupils (and adults).** | | | | | | |
|  | **ACTIONS** | **RESPONSIBILITY** | **TIMESCALE** | **RESOURCES** | **SUCCESS CRITERIA** | **MONITORING / EVALUATION / REVIEW** |
| Increased involvement of SEND pupils in IEPs, Pupil One Page Profiles, ADPRs and/or behaviour support plans. | Children and parent/carers involved in target-setting and review process on SEND and/or inclusion documentation at regular intervals – at least termly. | AH/SLT/SENDCo/  Governing Body | 2023-24 | Curriculum Release Time  Staff inset  Parent meetings  Pupil voice meetings | Website up-to-date with key, statutory information.  Regular review meetings for parents led by SENDCO/DHT  SENDCO to attend parent’s evening appointments for high SEND need pupils or vulnerable pupils where there are concerns  Ensure accessibility of information through website, school office, available on request etc. | Termly - AH/SLT/SENDCo/  Governing Body |

Appendix 1

