

PAISLEY PRIMARY SCHOOL



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

Accessibility Action Plan

September 2024

Accessibility Action Plan 2022

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.	<p>Policies and guidance updated.</p> <p>Safeguarding and CP policies updated.</p> <p>Equality Plan in place.</p>	HT/SLT/Governing Body/all staff	2024-25	<p>INSET</p> <p>Curriculum release time</p> <p>SLT meetings</p>	<p>Policies in place.</p> <p>QA activities to ensure policies are being enacted in all aspects of school life</p>	HT/SLT/Governing Body
Ensure staff are fully trained to meet the needs of the children in their care.	<p>Safeguarding training</p> <p>INSET on SEND & updates</p> <p>Equality plan in place</p>	HT/SENDCo/SLT		<p>INSET</p> <p>Curriculum release time</p> <p>SLT meetings</p>	<p>All staff have received L1 safeguarding training. There are 5 staff L3 safeguarding trained. The DSL and DDSL are both senior staff.</p> <p>SEND inset (lead by SENDCO to upskill staff on emerging needs in school)</p> <p>PSED inset from senior staff re behaviour plans, inclusive practice.</p>	HT/SENDCo/SLT
Disabled pupils make good progress.	<p>Clear identification of need.</p> <p>Tracking and target setting.</p>	HT/SLT/SENDCO		<p>INSET</p> <p>SIO training SLT</p>	<p>SEND pupils make good progress.</p> <p>Termly analysis of data indicates good progress.</p>	HT/SLT/Governing Body

	<p>Monitoring of progress.</p> <p>Review meeting with parents, agencies, stakeholders</p>				<p>QA activities in school to ensure school policy and process is being enacted in all classrooms across school</p>	
<p>Overcome any potential barriers to learning for all pupils.</p>	<p>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 in conjunction with parents/carers.</p> <p>Policy and procedures in place to support children with behavioural needs – behaviour plans</p> <p>Activate/VAK in place.</p> <p>For pupils with plans, regular review meetings with parents, stakeholders, agencies etc</p>	<p>HT/all staff/CP Co-ordinator/SENDCO</p>		<p>INSET meetings</p> <p>SLT meetings</p>	<p>Behaviour Policy monitored and evaluated at least termly, reviewed annually.</p> <p>Paisley Principles and QA activities to ensure enactment in all areas of school life</p> <p>Safeguarding officer / CP officer supporting welfare needs of all children.</p> <p>Inclusion team review meetings</p> <p>SEND termly reviews with all SEND parents/carers</p>	<p>HT/SLT/Governing Body</p>

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.	<p>Ensure blinds in all classrooms are effective in reducing glare.</p> <p>Ensure all rooms are at least partially carpeted, where practicable.</p> <p>New flooring (hard/ wipeable surfaces in most areas of school from September 2024)</p> <p>Careful choice of colour and contrasts when redecorating – to be white and grey in most areas. Display board colours the same in all areas to create a calm visual environment (hessian/cream).</p>	HT/H&S staff/H&S governor /site facilities officer	2024-25	Capital Budget	<p>The school environment is safe and accessible to all – monthly health and safety walks by lead and site custodian</p> <p>Paisley principles – environment non-negotiables are being adhered to at all points</p> <p>Classroom and environment non-negotiables – QA activities ensure compliance by all staff</p> <p>Appropriate learning environments to meet all ability needs.</p> <p>Building redecoration and refurbishment has enhanced learning opportunities for all groups.</p>	HT/H&S staff/H&S governor /site facilities officer

	<p>Ramping of all access points.</p> <p>Ensure playground areas secure, fenced and gated.</p> <p>Take any further actions and reviews to meet the on-going needs of new children in school/community.</p> <p>New Lodge classrooms accessed via DDA compliant ramp.</p> <p>Stage accessed via DDA compliant ramp.</p> <p>Sinks to be fitted in classrooms, where these are currently absent</p>					
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	Children and parent/carers involved	AH/SLT/SENDCo/	2024-25	Curriculum Release Time	Website up-to-date with key, statutory information.	Termly - AH/SLT/SENDCo/

<p>pupils in IEPs, Pupil One Page Profiles, ADPRs and/or behaviour support plans.</p> <p>Weekly coffee morning targeting SEND parents/carers</p>	<p>in target-setting and review process on SEND and/or inclusion documentation at regular intervals – at least termly.</p>	<p>Governing Body</p>		<p>Staff inset</p> <p>Parent meetings</p> <p>Pupil voice meetings</p>	<p>Regular review meetings for parents led by SENDCO/DHT</p> <p>SENDCO to attend parent’s evening appointments for high SEND need pupils or vulnerable pupils where there are concerns</p> <p>Ensure accessibility of information through website, school office, available on request etc.</p>	<p>Governing Body</p>
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We are Paisley Primary School

Paisley children deserve to feel safe, valued and happy.

Paisley children deserve a welcoming and consistent environment.

Paisley children deserve exciting learning experiences.

Paisley children deserve to read with confidence.

Paisley children deserve to have the skills to flourish in the world.

Paisley children deserve a team of trusted, valued and creative staff.



