

App. A: SFS Accessibility Action Plan

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1	BMX cycle track around the school field has an uneven, loose chipped surface.	Remove or resurface in order to prevent trips and accidents.	Parish council Headteacher Grounds team.	July 2018	Safe pathway – resulting in no accidents.	Head Teacher Parish council
2	Ensure safety for visually impaired pupil when moving around the steps and ramps of the school	Use angled board provided. Keep classrooms organised and tidy with minimum items on the floor. White strip to be painted onto the edge of steps leading into the school building (following audit).	Advisory Teacher for Visual Impairment Head Teacher. SENDCo Caretaker	On-going as req'd	Physical accessibility of the school curriculum is increased.	Head Teacher Feedback from pupil.
3	Raise staff awareness of hyper mobility issues	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities. Promote disability equality via <ul style="list-style-type: none"> □ Staff meetings. □ PSED lessons. • Assemblies. 	LA. Health Authority. Disability Rights Commission. All school staff. Whole staff	On-going On-going	Teachers and TAs aware of issues. Detailed information and support available and passed on by staff. Increased whole school awareness of Hyper Mobility issues.	Head Teacher. SLT SENDCo. Class Teachers. TAs. Other nonteaching staff. SENDCo All staff.

4	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. EVOLVE Form and Risk assessments	Visit leaders. Educational Visits Co-Ordinator. Head Teacher .	On-going	School trips & residential visits are accessible for all pupils.	Head Teacher School Visits Co-ordinator. Trip leaders. Feedback from pupils
5	Ensure that after-school clubs and care provision facilities are accessible for all pupils	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after school clubs.	Ongoing	After-school clubs and care provision is accessible for all pupils.	Head Teacher Feedback from parents and pupils.
6	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas	All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.	Ongoing	Curriculum is fully accessible for all pupils.	Head Teacher SLT. SENDCo
7	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	Policies to include: <ul style="list-style-type: none"> • Content • Strategies • Resources That could be employed when planning for pupils with difficulties or disabilities.	Whole staff. Subject leaders. Advisors.	Ongoing	Policies include provision for pupils with difficulties or disabilities	Head Teacher Subject leaders