

APPENDIX 1

ACCESSIBILITY ACTION PLAN 2025 –2027

TARGET	STRATEGY	TIMESCALE	THOSE RESPONSIBLE	SUCCESS CRITERIA
1. The Governing Body is fully aware of the school's commitment and their responsibility towards the Equality Act 2010.	a) Accessibility Action Plan is reviewed annually by the Grounds & Premises Committee while the Accessibility Plan itself is reviewed annually and updated every 2 years as a minimum.	Annually	HT & Chair of Governors	Plan reviewed and actions carried out. Governors knowledgeable.
2. Staff are aware of their responsibilities towards the Equality Act.	a) HT includes training/awareness through staff meetings and information on the noticeboard b) Staff new to the school are aware of the school's position as part of their induction.	Ongoing	HT HT, DHT	Staff knowledgeable of school's position and of resources available to support.
3. Make sure that anyone with additional needs is very clear about how they can communicate their needs to those in school.	a) Create a 'Visiting our school?' section on the 'Contact Details' section of our website stating how those visiting school can communicate their needs to those in school. b) Add information next to Visitor sign-in book to encourage visitors to speak to office staff if they require assistance whilst on site.	Autumn 2025	HT Office Manager	Section on website. Sign next to visitor book.
4. Ensure that there is a key for the KS 1 gate in the Library and in the Y2 classroom.	a) Ensure any new staff are aware that a spare gate key for the KS1 gate is placed in the Library and in the Y2 classroom.	Ongoing	HT, DHT, Office Manager	All KS1 staff know a KS1 gate is kept in the library and Y2 classroom.
5. Ensure the needs of all new members to our school community can be met.	a) Continue to carry out home visits for new starters to gather all relevant information to ensure their start to school is smooth (or virtual meetings if home visits are unable to take place). b) Continue to immediately review new pupils on entry to school ensuring their needs can be met, e.g. creation of P.E.E.P.s. c) Circulate relevant information to staff through meetings and on Inclusion Noticeboard.	Ongoing Ongoing	AH (Reception teacher) HT, DHT, Office Manager	We have all necessary support in place for new pupils.
6. Ensure Personal Emergency Evacuation Plans are in place	a) Ensure PEEPs are reviewed and updated regularly. b) Ensure staff and pupils new to the school are assessed to	Ongoing	HT, DHT, SENCO	All appropriate PEEPs in place.

for those who require them.	see if they require a PEEP. If so, carry this out promptly. c) Ensure visitors are clearly instructed to inform school staff when they require assistance in the case of an evacuation or emergency situation.		Office Manager	
7. Review variety of written information provided to meet the needs of the school community, including providing range of languages as and when appropriate.	a) Gather parent/carer survey from families with English as an Additional Language regarding school communications. b) Seek support from the EAL & Equalities Team to write a statement in a variety of languages which asks parents/carers if they require documentation in a different language.	Summer 2025	HT, DHT, Office Manager	Survey highlights any necessary actions which are added to plan. Alternative documentation is requested and provided. Statement added to welcome pack and on website.
8. Staff are trained to meet individual medical needs of pupils where applicable.	a) Staff training is updated regularly with regards to supporting individual pupil needs, e.g. epilepsy, diabetes and allergy awareness, adrenaline injectors, Makaton and asthma training.	Ongoing	HT	Appropriate members of staff have been trained in the medical needs that our pupils have.

Revised June 2025

