



# Glenleigh Park Primary Academy

Growth, Perseverance, Positivity, Achievement



## Accessibility Plan 2023-2026

Target	Target Group	Aim	Action	Responsibility	Time frame	Outcome	Current good practice
<b>Improve and maintain access to the physical environment</b>							
Ensure priority parking for disabled stakeholders	Physically disabled visitors and staff	Enable all stake holders to reach the building	Ensure stakeholders know there is allocated disabled bays for parking	Office staff	Ongoing	All meetings are accessible to all stakeholders	2 car parking bays that are allocated and marked for disabled parking. These are close to the office door
Ensure all school trips are suitable for all pupils	Pupils with disabilities of any kind	Every trip to take account of the needs of the pupils within the group and plan an inclusive experience for those children	Continue to ensure this practice is followed and that new staff are aware of this requirement	Trip leader	Ongoing	Trips are planned by year group teams where the staff know the children's needs. Adaptations made to ensure all children can access the trip.	All trips that have taken place in the last academic year have been fully inclusive of all children's needs. Teachers understand the need for consideration of disabilities at the beginning of the trip organisation process.
Ensure access to all areas of the school during the day	Pupils and staff with physical disabilities	Equality and inclusion for all children and people accessing the school	Continually monitor number of lift key holders	Office team	Ongoing	All children and adults can have access to all areas of the learning environment equally.	Keys held by site staff and teachers or TAs who have children in their classes requiring access to the lift. Office team have a key for visitors.
Maintain accessible washroom facilities	Pupils, staff and visitors with physical disability needs	Allow room for independent access for personal hygiene	Maintain areas to a high level of cleanliness and free from	Site team	Ongoing	All children and adults have access to facilities for	Facilities on the ground floor (office area) and on the first floor (year 6 area)



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			unnecessary free standing objects			independent personal hygiene	
Ensure access for children with visual impairment	Pupils with visual impairment	Enable visually impaired children to access the site safely	Environmental audit of the site	SENCo/ Site manager/ Sensory needs team	Audit completed June 2021 and work completed during the Summer	Children can access all areas of the site with confidence	Implementation of risk assessment for these children. Children have a buddy when they first attend the school. Advice and support sort from Sensory needs service.
<b>Improve access to the curriculum</b>							
Develop strategies for visually impaired and those with other barriers	Visually impaired and other pupils	Increase use of ICT (laptops/ tablets) for pupils	Sensory needs and ICT services to install new hard ware for VI child (year 2) Printed resources enlarged before being shared with specific child. Increased use of ICT longer writing tasks for identified children	Class teachers/ SENCo/ Sensory needs/ ICT services	September 2021	Improved and appropriate use of ICT to enable access for all children in the learning environment.	Laptops being used for children with identified needs Tablets provided by sensory needs for children with visual impairments
Full access to PE curriculum	Pupils with disabilities	To ensure the curriculum is available to all children	PE lead and SENCo to provide support and guidance to class teachers for	Class Teachers/ PE lead/ SENCo	Ongoing- developing as needs arise	All children have access to the PE curriculum appropriately and safely to the best	Teachers to teach their own class for PE and therefore will know the needs of the



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		regardless if any disability	any specific needs to enable safe and suitable exercise options. Class teachers to teach their own PE. Equipment audit		Teachers to teach own PE from September 2021	of their ability, aiming for personal challenge	children better and can plan effectively.
Develop strategies for children with disabilities to enable increased gross motor skills to aid learning	Pupils with disabilities	To ensure the strengthening o gross motor skills to enhance learning	Carry out gross motor skills and sensory circuits interventions appropriate to the child's disability and tailored to their educational needs	SENCo/ Teaching assistants	Ongoing	Increased access to learning across the curriculum	SENCo tracks pupils progress with intervention trackers to ensure the delivery of these interventions. Outside agencies plans and support accessed where required.