



Curwen Primary School

Together Everyone Achieves More

Accessibility Plan Spring 2023

Next review date Spring 2026

Objective	Task / Action	Led by	Resources	Success Criteria
Curriculum				
1) To ensure maximum inclusion possible for pupils in protected groups.	Ascertain which curriculum these pupils are on. If working below their year group's curriculum, discussion takes place at PPMs, and support is put in place through resources/staffing/differentiation. The aim is that pupils remain in class as much as possible alongside their peers.	Phase Leaders SENCo	Meeting time with teaching staff. Annual Reviews. Key Worker meetings with parents. Vulnerable Children Meetings. E4C training.	Children in protected groups are enabled to participate in all curriculum areas
2) To maintain present high levels of learning opportunities for pupils in protected groups.	Ascertain areas that might have a restricting influence upon the learning of these pupils. Put relevant support/planning/resources in place. Share good practice with staff.	Phase Leaders SENCo	Meeting time with teaching staff. Annual Reviews. Key Worker meetings with parents.	The learning opportunities for children in protected groups are appropriately continued.
3) To ensure that all homework assignments are accessible to pupils in protected groups.	Monitor samples of homework assignments to establish compatibility with the needs of pupils in protected groups. Pathway groups to provide relevant homework for the pupils in their groups	SMT SENCo LST	Meeting time with teaching staff. Include this issue in Annual Reviews for HNF/EHCP pupils. Home/school communication books where relevant.	Children in protected groups continue to be able to complete all homework assignments.
4) To ensure all educational visits have had reasonable adjustments made to allow pupils in protected groups to have access where appropriate.	Ascertain the issues that may be a barrier to access. Arrange specific staffing, equipment, and transport to ensure these pupils attend trips alongside their peers. Specific visits planned for Pathways groups to support their curriculum.	Phase Leaders H& Safety Lead SENCo Class teachers LST	Relevant forms of transport Wheelchair if needed Pre-preparing pupils for trips Visual stimuli to support Ear defenders if noisy Parents to attend if applicable	Children in protected groups are able to attend a range of educational visits

<p><u>Attitudes and participation</u> 5) To ensure extra-curricular clubs are accessible to pupils in protected groups.</p> <p><u>Employment</u> 6) To improve the accessibility of some INSET courses for members of protected groups.</p> <p>7) To improve the working conditions for members of protected groups</p> <p><u>Environment and other policies</u> 8) To ensure mobility in the classroom for pupils in protected groups.</p>	<p>Liaise with leaders of after school clubs to maintain accessibility for pupils in protected groups. Provide additional staffing if need be.</p> <p>Identify staff members with disabilities. Investigate types of courses that might be problematic. Make reasonable adjustments to overcome problems.</p> <p>Identify staff members with disabilities /medical issues Investigate specific resources needed Make reasonable adjustments to roles Draw up care plans</p> <p>Examine the school building to ensure considerations for pupils from protected groups, and especially disabled children, are current.</p>	<p>After – school Clubs Co-ordinator SENCo</p> <p>Health and Safety Coordinator</p> <p>Health and Safety Lead</p> <p>SENCo</p>	<p>Meeting time between After – school Clubs Co-ordinator and SENCo Discussions with parents/carers</p> <p>Meeting</p> <p>Meeting Liaise with Occupational Health if need be Order specific equipment</p> <p>H & S Manager DHT</p>	<p>All staff develop their practices to increase opportunities for children in protected groups to participate in extra-curricular activities.</p> <p>Staff in protected groups are able to attend INSET courses appropriate to their needs.</p> <p>Staff in protected groups are able to carry out daily tasks with ease</p> <p>The physical environment of classrooms, and the rest of the school, is conducive to freedom of movement on the part of pupils from protected groups and specially disabled children.</p>
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