



Severne Junior, Infant and (NC) School

Accessibility Plan



Severne Primary School

Accessibility Planning Objectives Dates: From May 2022 to May 2025 (3years)

Accessibility Plan Code

C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone?

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility Planning Code (C,E,I)	Actions			Evidence to be collected to measure progress	Dates (from and to)
		How	Who (Lead person)	Resources		
Severne will take account of the needs of pupils, parents/carers and visitors with physical difficulties and sensory impairments.	E, C	Severne Primary seek and follow the advice of local authority services, such as specialist teachers and of appropriate health professionals from the local NHS Trust.	Governors/ Head teacher/ Business Manager/ SENCO	PDSS, physiotherapy service	Risk assessments undertaken and agreed Continue meeting needs of Pupil with OI (Brittle bones), and one pupil who is a wheelchair user. Pupil views sought during EHCP reviews.	As necessary Ongoing
Children with additional needs, fully included in trips.	C,I,E	Risk assessments undertaken and plans put in place	SENCO, lead teacher for trip.	Risk assessments. Additional staffing	All children able to participate in residential activities.	Ongoing
To ensure that teachers and teaching assistants continue to have access to the specific training on disability issues.e.g. ADHD, ADD, OI, ASD, CP	C	Continued meetings with outside agencies. Training courses. Information shared with staff.	SENCO	Course / training materials	Staff deploying strategies learnt. Pupil progress documented through tracking, provision mapping and IEPs	Records of staff training kept and reported to governors quarterly.
Effective transition arrangements in place for enhanced communication sharing between Severne Primary and other settings.	I	Contact made with previous settings, secondary settings, professionals and parents	SENCO	Admission applications. Documentation from other settings	Smooth transition occurs and needs planned for in advance.	Yearly for secondary transfers, as and when needed for new admissions

To make sure parents are fully included and active in their child's SEN provision	1	Meetings with parents to inform them of the SEN provision for their child.	SENCO Pastoral Manager		Parents views sought during SEN reviews. History of pupil/SEN needs sought at an early stage of intervention being needed.	Ongoing
---	---	--	---------------------------	--	---	---------