

Accessibility Plan 2024-28

Appendix 1: Improving the Physical Access at Colney Heath Primary School

Target	ACTIONS	OUTCOME	TIMEFRAME	REVIEW
<p>Ensuring that there is a path that all members of our community can use to access the school.</p> <p>Ensuring all paths are safe and accessible.</p>	<p>To review access with new cohort.</p> <p>Paths kept clear of leaves, branches, ice and snow.</p>	<p>Paths around the school are clear of debris and trip hazards.</p>	<p>By October 2023</p> <p>Daily check</p>	<p>Path completed.</p>
<p>To ensure that paths around the site are well lit.</p>	<p>Outside lighting to be improved</p> <ul style="list-style-type: none"> - stage 1 around the building - stage 2 the car park 	<p>Routes used during winter months are well lit.</p>	<p>December 2024</p> <p>August 2025</p>	<p>Outside lightning around the building completed -Dec 24</p>
<p>To review the security of the site.</p>	<p>Review of site security by HT and Governors.</p> <p>Perimeter fencing checked by site manager regularly.</p> <p>Car park redesigned to ensure safety of staff and children and easy access for emergency vehicles.</p>	<p>Increased security of site.</p>	<p>March 2025</p> <p>Weekly check</p> <p>Summer 2025</p>	

Appendix 2: Improving the Curriculum Access at Colney Heath Primary School

TARGET	ACTIONS	OUTCOME	TIMEFRAME	REVIEW
Training for teachers on matching the curriculum to needs.	Undertake an audit of staff training requirements.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	2024-25	Specific training completed
Training for teachers on matching the curriculum to needs.	Review the specific needs for pupils living with a disability in terms of basic daily living skills, relationships and aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners has been made available.	2024-25	Use of visuals to support children with SLCN or EAL Ongoing advice from external professionals
All out of school activities are planned to ensure the participation of the whole range of pupils.	Review all out of school provision to ensure accessibility.	All activities will be conducted in an inclusive environment with providers that comply with all legislation. Staff complete Risk Assessments with disability access awareness	Ongoing	Increase access to all school activities for all pupils.

Classrooms are optimally organised to promote the participation and independence of all pupils.	<p>Review and implement equipment to support the learning for all children.</p> <p>Staff put themselves in the seats of the children - are the walls uncluttered? Are displays useful?</p> <p>Is stationery/manipulatives easily accessible?</p>	Lessons start on time with few adjustments required.	Each September and then regularly reviewed during the year.	Classrooms are calm and uncluttered.
All children have access to images and resources that promote positive images of disability.	Ensure all resources and images represent a diverse community.	Children share positive images and role models.	Ongoing	Assemblies planned/School Council to run project.
Training for Awareness Raising of Disability Issues.	Provide training for staff, governors, pupils and parents	Whole school community aware of issues relating to access.	Ongoing	A disability aware school community.

<p>Pupils with speech and language difficulties have access to the curriculum.</p>	<p>Pupils are given processing time to respond.</p> <p>Visual timetables and now/next boards are used in the classroom.</p> <p>Use of symbols to reinforce learning used in classrooms.</p> <p>Advice from SALT incorporated into lessons.</p>	<p>Greater accessibility for children with speech and language needs.</p>	<p>Ongoing - learning plans reviewed termly.</p> <p>Teachers to incorporate advice for individual children.</p> <p>Teachers to use visuals in classrooms.</p> <p>SENCO to monitor.</p>	
<p>Highest possible standards/rates of progress in all curricular areas.</p>	<p>To provide a education that allows our pupils to achieve and gain a wide range of skills and knowledge.</p> <p>Boys and girls progress tracked and any inequalities challenged.</p> <p>Vulnerable groups progress and achievement tracked and appropriate actions taken.</p> <p>Attendance monitored - school and clubs.</p>	<p>Curriculum regularly reviewed by class teachers and subject leaders. Subject leader networks attended by staff to share good practice.</p> <p>HT and subject leaders to monitor gender differences and action if required.</p> <p>SENCO and PP lead to monitor vulnerable groups.</p> <p>HT to monitor attendance.</p> <p>SENCO and PP lead to monitor extra curricular club attendance.</p>	<p>Ongoing. Subject leader networks meet termly.</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p>	

Appendix 3: Improving the Delivery of Written Information at Colney Heath Primary School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
All adults to access written information pertaining to the school.	Plain English used for information for families and around school for visitors.	All stakeholders fully understand published information.	ongoing	All adults to access written information pertaining to the school.
Availability of written material in alternative formats or other languages.	The school will make itself aware of the services available converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	As and when	Delivery of information to pupils improved.
Make available school brochures, newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all.	As and when	Delivery of school information to parents and the local community improved.