Defford and Besford CE Primary school

Accessibility action plan 2025

Target	Action	Timescale	Responsibility	Success criteria / Outcome
Physical environment				
Ensure that access to school buildings and site can meet diverse pupil needs	Communicate that bus bay is also available for disabled parking. Maintain access to Forest school. Incorporate accessibility into any proposed structural changes or building works internally and externally.	Ongoing	Headteacher Governors Maintenance contractors	Access to school and outside facilities meets the needs of the whole school community
Ensure that classrooms are optimally organised for disabled pupils within current building restraints. Identify needs and actions for the future.	Plan classrooms in accordance with pupil needs. Organise resources to reflect children's needs. Provide quiet areas within school. Look at accessibility in all areas of school life.	Ongoing	All staff Headteacher Governors	Appropriate use of resources for all pupils. Improved access for all pupils.
Disabled car parking available	When building work is undertaken for an additional classroom, include as part of the work some additional parking, one of which to be a dedicated disabled space.	Ongoing	Headteacher Governors	Car park has a dedicated disabled space
Curriculum access				

Reflect identified areas of need in lesson planning and delivery.	Included quality first teaching into all planning. Ongoing programme of staff training in disability awareness to reflect needs of pupils and anticipatory duties. Specific resources purchased to support pupil needs.	Ongoing	All staff Headteacher Governors	Improved access to curriculum for all pupils. Appropriate use of resources for all pupils.
Ensure access to laptops is a priority for those pupils identified with a particular need.	Ensure staff are aware of the priorities for particular pupils.	Ongoing	Headteacher SENCO	
Prioritise student participation in school activities within given constraints.	Ensure that school activities are accessible to all students.	Ongoing	All staff	
Information for pupils				
Availability of newsletters and school documents in alternative form.	Use of pastel paper for dyslexic pupils / parents / carers. Large print and audio formats as required. Support from teacher with homework details as required.	Ongoing	Headteacher All staff	
Overall				
Ensure all policies / school offer consider the implications of Disability access.	Consider implications when updating school policies and school offer. Consider in annual SEND report.	Ongoing	Headteacher SENCO	

			Governors	