



# Aspull Church Primary School

## Aspull Church Primary School Access Plan 2025 - 2028

Access to the Physical Environment					
	Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Short Term</b>	<ul style="list-style-type: none"> <li>School is aware of the access needs of disabled children, staff and parents/ carers</li> </ul>	<ul style="list-style-type: none"> <li>Create access plans for individual children who have mobility needs as part of IEP process, when and where necessary</li> </ul>	As required	AG/AC	<ul style="list-style-type: none"> <li>Individual plans in place for disabled children and all staff aware of all pupils' access needs</li> </ul>
	<ul style="list-style-type: none"> <li>School staff have greater understanding and knowledge of access issues around school</li> </ul>	<ul style="list-style-type: none"> <li>For children with short term mobility issues, create an access plan when required</li> </ul>	As required	AG/AC	<ul style="list-style-type: none"> <li>Raised confidence of staff and governors in their commitment</li> </ul>
	<ul style="list-style-type: none"> <li>Improve signage and external access for visually impaired people</li> </ul>	<ul style="list-style-type: none"> <li>Replace external light bulbs immediately when not operating</li> </ul>	When required	Caretaker	<ul style="list-style-type: none"> <li>Parents access needs, where possible are met</li> </ul>
		<ul style="list-style-type: none"> <li>Seek advice on signage when renewing or putting in signs</li> </ul>	When required	HS	<ul style="list-style-type: none"> <li>Safety for the visually impaired would be improved within school when deemed appropriate</li> </ul>
		<ul style="list-style-type: none"> <li>Make explicit throughout the year that all pedestrians must use the correct safe paths to school. Parents are made aware of no access onto the staff car park except if disability access is required</li> </ul>	Ongoing	HS	<ul style="list-style-type: none"> <li>All school users are aware of the safest route into school</li> </ul>

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	<ul style="list-style-type: none"> <li>• Ensure that all pupils can be safely evacuated</li> </ul>	<ul style="list-style-type: none"> <li>• Emergency evacuation Plans for identified pupils with mobility or additional needs is in place</li> </ul>	As required	HS	<ul style="list-style-type: none"> <li>• All disabled children and staff working with them are safe and confident about procedures in the event an evacuation is required</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure the physical environment is accessible to those children who English is an additional language.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure any signage and posters indicating ways around the physical environment and accessible to EAL children.</li> </ul>	Ongoing	SLT/All Staff	<ul style="list-style-type: none"> <li>• All EAL children/parents are able to access the physical school environment.</li> </ul>
<b>Medium to Long Term</b>	<ul style="list-style-type: none"> <li>• Improve access for wheelchair users onto evacuation assembly point</li> <li>• Ensure all fire escape routes are suitable for all</li> </ul>	<ul style="list-style-type: none"> <li>• Advice to be given by H&amp;S, Fire Service &amp; NPS are undertaken as per schedule - Act on advice given</li> </ul>	Ongoing	Governors HS  H&S	<ul style="list-style-type: none"> <li>• Improved and safer access for all users</li> <li>• Escape routes accessible by all</li> </ul>
<b>Access to the Curriculum</b>					
<b>Short Term</b>	<ul style="list-style-type: none"> <li>• Ensure teachers and support staff have access to specific training or services to meet the needs of individual pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Identify children with specific needs and ensure staff working with identified children, have the necessary skills and training</li> </ul>	Ongoing	HS	<ul style="list-style-type: none"> <li>• Raised confidence for staff</li> <li>• Continuity for children</li> </ul>

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		<ul style="list-style-type: none"> <li>• Ensure all staff have transition meetings at the end of the year for children with specific needs to support continuity</li> <li>• If a child has 1:1 support, where possible, ensure the Learning Support Assistant follows them through school to ensure continuity</li> </ul>			
	<ul style="list-style-type: none"> <li>• Ensure all staff are aware of, and able to access SEND resources</li> </ul>	<ul style="list-style-type: none"> <li>• SEND Co-ordinator to circulate list of all resources. Provide training where staff not familiar</li> </ul>	List to be shared with staff September 2025, ongoing	EH	<ul style="list-style-type: none"> <li>• Wider use of SEND resources across the school, appropriate to the needs and ability of the child</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure the curriculum is accessible to those children who English is an additional language.</li> </ul>	<ul style="list-style-type: none"> <li>• When designing the curriculum, including resources and displays, ensure that EAL children are considered.</li> </ul>	Ongoing	SLT/All Staff	<ul style="list-style-type: none"> <li>• All EAL children are able to access the full curriculum.</li> </ul>
<b>Medium - Long term</b>	<ul style="list-style-type: none"> <li>• Review all curriculum areas to include disability issues in the policies</li> </ul>	<ul style="list-style-type: none"> <li>• When reviewing policies include reference to disability equality</li> </ul>	Ongoing	All Staff	<ul style="list-style-type: none"> <li>• All curriculum policies include reference to disability equality</li> </ul>
<b>Long Term</b>	<ul style="list-style-type: none"> <li>• Ensure all staff have undertaken disability equality training.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up training for SLT/all staff on Equality Act and Disability Discrimination Act.</li> </ul>	Ongoing	All Staff	<ul style="list-style-type: none"> <li>• All staff work from a disability equality perspective.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Ensure new staff access similar CPD courses.</li> </ul>			
<b>Access to Information</b>					
<b>Short Term</b>	<ul style="list-style-type: none"> <li>• Review information to parents/ carers to ensure it is accessible – see school website</li> </ul>	<ul style="list-style-type: none"> <li>• Consult parents/ carers about access needs when a child is admitted to school</li> <li>• Review all letters home to check that they can be understood by all.</li> <li>• Use of large print for an adult who is visually impaired</li> </ul>	Ongoing  Ongoing  Ongoing	AG	<ul style="list-style-type: none"> <li>• All parents / carers able to access information</li> </ul>
	<ul style="list-style-type: none"> <li>• Inclusive discussion of access to information in all annual reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with parents/carers and children about access to information and preferred formats in all reviews.</li> <li>• Develop strategies to meet needs.</li> </ul>	Ongoing	AG	<ul style="list-style-type: none"> <li>• Staff more aware of pupils' preferred methods of communication.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure all information is accessible to those children/parents who English is an additional language.</li> </ul>	<ul style="list-style-type: none"> <li>• Include signposts for translation of key documents is included on school website.</li> </ul>	Ongoing	SLT	<ul style="list-style-type: none"> <li>• All EAL children/parents have access to key school documentation.</li> </ul>
<b>Medium – Long Term</b>	<ul style="list-style-type: none"> <li>• Ensure parents are fully informed in relation to strategies and procedures undertaken in school to support children</li> </ul>	<ul style="list-style-type: none"> <li>• As part of Care plans ensure parents/ carers fully informed as to provision</li> <li>• Informal teacher – parent/ carer meetings</li> </ul>	Ongoing for all	All Staff	<ul style="list-style-type: none"> <li>• Parents/ carers fully informed as to the support their child is receiving</li> </ul>

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	with SEND. Includes support from outside professionals	<ul style="list-style-type: none"><li>• Meetings with SEND</li></ul>			<ul style="list-style-type: none"><li>• Enhances Home/School Partnership</li></ul>
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