

New Milton Infant School



Accessibility Plan Appendix 1

APPENDIX 1: ACCESS PLAN 2025 – 2026

PRIORITY 1: PHYSICAL ACCESS					
OBJECTIVE	ACTION	LEAD PERSON	SUCCESS CRITERIA	TIMESCALE	MONITORING AND EVALUATION
To review the physical environment of the school with regards accessibility by disabled users.	To assess individual needs of disabled pupils to determine any personal equipment needs and/or additional support. Reorganise classrooms so physically disabled or sight impaired staff / pupils are not accommodated in classrooms accessed via a flight of steps due to fire exit restrictions <i>(New pupils – liaise with parents/portage/relevant agencies/previous setting)</i>	SENDCo	The school is aware of disabled pupils' needs and able to prioritise in order to meet the needs (access funding where possible)	Ongoing / when needed	Annual monitoring HT / FGB
	To address issues of sunlight and glare by commissioning quotes for Classrooms and outside areas. Purchase and install on a prioritised basis	Site Manager	Blinds / covers or anti-glare film installed in classrooms / rooms / areas that are affected	Ongoing / when needed	Annual Monitoring

PRIORITY 2: CURRICULUM ACCESS

OBJECTIVE	ACTION	LEAD PERSON	SUCCESS CRITERIA	TIMESCALE	MONITORING AND EVALUATION
Continue to develop staff knowledge and understanding of inclusive classroom practice and on issues faced by different disability.	Continue to provide training for all staff so that there is a deeper understanding of how to facilitate access for pupils with disabilities including ADHD, ASD, Dyslexia Impaired sight / hearing	SENDCo	Teachers and LSAs benefit from a rolling programme of training and updates regarding inclusion of pupils with specific needs across the curriculum ensuring inclusion.	Annual refresher training for staff delivered by SENDCo	Headteacher / Governors
To increase the extent to which disabled pupils can participate in the school curriculum	To monitor and ensure that disabled pupils are able to access the full range of curricular and extra-curricular activities, seeking advice from Specialist Teacher Advisors and making reasonable adjustments where required, including the provision of additional human or physical resources to support if appropriate.	SENDCo	Pupils with disabilities take part in the whole curriculum and all school trips (curriculum) and extra-curricular activities which they choose, including swimming and sports. Risk assessments completed and adjustments made as appropriate e.g. supervision levels, specialist support etc. Monitoring shows that disabled pupils are engaging in extra-curricular activities.	Ongoing	Headteacher / Governors
	SENDCo tracks attainment and progress of disabled children termly. Outcomes are discussed with class teacher and SLT during termly pupil progress meetings.	SENDCo	If applicable, Gateway to Goal targets amended as necessary Teachers are personalising the curriculum to meet needs	Ongoing	Headteacher / Governors
	Review the representation of disabled people in books, on displays and visuals	Subject Leaders / SENDCo	To raise awareness and increase understanding	Ongoing	Headteacher / Governors

	available to the children both in the school library and around school.		of disabilities amongst pupils through assemblies & PHSE lessons Curriculum leaders to audit books for their subject and purchase / update additional materials as available and required.		
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PRIORITY 3: ACCESS TO INFORMATION					
OBJECTIVE	ACTION	LEAD PERSON	SUCCESS CRITERIA	TIMESCALE	MONITORING AND EVALUATION
Information available in alternative sizes or on different coloured paper	Admin staff and teachers/LSAs produce information as required in alternative forms (coloured paper, increased font size, type face, braille) For partially sighted or visually impaired verbal transcripts are arranged. Updated school website allows for change of font size and screen resolution publicise this commitment through the school website.	SENDCo HT Admin Team	As required, pupils / parents are able to access materials in an appropriate format	Ongoing	HT Governors

