

**DINGLEWELL JUNIOR SCHOOL  
ACCESS PLAN – IMPROVING ACCESSIBILITY  
2022 to 2024**

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
Availability of written material in alternative formats and languages	School to provide information in a range of formats Including, text, email and paper letters for those without internet access School to provide information in different languages if needed. .	If needed the school can provide written information in alternative formats and languages so that all parents receive appropriate information.	Ongoing	
Ensure children and staff with impaired vision have full access to school and curriculum	Ensure appropriate seating - advice from SENCo/Advisory Teacher Service/OT. Appropriate font size and spacing. Equipment and support as needed. Use of technology such as iPads available as necessary. Enlargement of written materials.	The school and curriculum is made more accessible to visually impaired children.	Ongoing Individual cases to be assessed according to needs.	

Ensure children and staff with impaired hearing have full access to school and curriculum	Ensure appropriate seating - advice from SENCo/Advisory Teacher Service Regular monitoring of hearing aids etc Equipment such as hearing loops and microphones as required to be installed.	Hearing enhancement system provided if necessary so The school and curriculum is made more accessible to hearing impaired children.	Ongoing as Individual cases to be assessed according to needs.	
Children and staff with Physical disabilities have full access to curriculum and as much of school as possible.	Ramps etc are fully maintained for wheelchair access. Additional support and modified PE curriculum as needed. Additional support as needed during breaks to ensure safety and access to play equipment. Assistive technology to be used if needed. Classrooms to be kept clear of obstructions Classrooms and timetabling to take considerations of pupils needs. Equipment such as risers to accommodate wheelchairs to be used in classrooms. Equipment such as steps to ensure all facilities such as toilet and washing areas can be accessed by all children. Ongoing advice to be taken from agencies such as Advisory Teachers. Accessible toilets.	All children with any form of Physical disability to have full access to the curriculum and the school and its grounds as much as is possible with adaptations.	Ongoing as Individual cases to be assessed according to needs.	

Children with SpLD continue to have full access to curriculum.	<i>In addition to child specific need, which are dictated on My Plans,</i> teachers will be aware of background colours on IWB and use cream etc rather than white as needed and will use dyslexia friendly fonts such as 'comic sans'			
Children with Communication and Interaction Difficulties such as ASD continue to have full access to curriculum.	<i>In addition to child specific need, which are dictated on My Plans:</i> All teachers will use the same visual timetable, created by Twinkl Teachers will consider seating placement taking into account sensory issues. If needed an area of the classroom will be less sensory stimulating All school staff continue to put into place Level 1 training. Teacher to follow the advice from the Advisory Teacher Service around universal provision. Equipment such as wobble cushions and sensory toys be available as required.	Pupils with ASD have full access to an appropriate environment so they can access curriculum with minimum anxiety.	Ongoing- individual cases to be assessed according to need.	

Children with specific medical conditions, such as diabetes or allergies to have full access to the curriculum	<p>Individual health care plans.</p> <p>Training for all staff on recognising and allergic reaction and epi-pen administration, asthma and epilepsy.</p> <p>Further first aid training for school first aiders.</p> <p>Diabetic training for staff working in a year group with a diabetic child.</p>	All children can safely attend school.	ongoing	