

Petersgate Infant School Accessibility Action Plan 2025-2026

Target	Strategies	Timescale	Monitoring Process
Ensure access needs of all disabled children, staff, governors parents/ carers and visitors are met	• Create access plans for individual children with disabilities. • Disabled Driver bays provided • Accessible adult and children's toilet • Rise and fall bed • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school. • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired. • An individual risk assessment is completed which identifies how the school will support the child/member of staff. This is reviewed regularly • When new staff or governors are appointed ensure they are able to access all areas of the school site.	As required	Records kept of adaptations made to meet individual needs. Care plans and PEEPS Individual risk assessments
Ensure all pupils with disabilities have access to any specialist equipment which they require	• On admission, assess the needs of children in each class. • Ensure adequate access to e.g. writing slope, headphones, pencil grips etc. • Consult with specialist teacher advisors for physical, hearing or visual impairment as required to ensure children have access to more specialised equipment if required.	At the beginning of the academic year for year R and at point of entry for children who join later in the year Adaptations made if parents/carers have made school aware of any changes of need or during an EHCP annual review, where needs of the child are discussed	Records kept of adaptations made to meet individual needs. SEN support provision maps for those children on the SEN register. EHCP annual review paperwork updated and returned to the LA to show progress and any update of provision Costed provision maps completed to ensure any additional funding is sourced from LA

Ensure all pupils with disabilities can participate fully in the whole school curriculum	• At the beginning of each academic year or when a child joins the school identify any barriers to learning presented by any disability. • At the beginning of each learning journey, or when planning a school trip or event plan how the barriers can be overcome. Involve parents/carers in this process. • Individual risk assessments completed and reviewed regularly to ensure the children have equal access and opportunities to school events, trips or curriculum offers. • Task variation and adaptations for all learning are made as part of the provision • Ordinarily Available Provision and Palette of Provision offer has been and will continue to be a key focus for the school for all staff, parent and child be aware of what is available as part of their school offer to support their learning/developmental needs	As required	Records kept of adaptations made to meet individual needs. SEN support provision maps for those children on the SEN register. Risk assessment undertaken for school trips
Ensure all staff have a sufficient awareness of how to meet the needs of children with disabilities	Review staff training needs, particularly if a child with a disability joins the school, and plan accordingly. This includes training for teachers, teaching assistants, office staff and lunchtime team and this may be with specialist staff within school or by an external provider	Beginning of each academic year or on appointment. Then as required.	Staff training records.

Ensure all doors and glazed areas are compliant with DDA regulations and enable safe access for those with a visual impairment	When new windows/doors are fitted that measures such as manifestations and coloured frames are included. This will be done in consultation with Hampshire Property services.	All windows and doors replaced 2023	Premises inspection by governors with responsibility for Health and Safety.
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