



Accessibility plan 2024 - 2027

The purpose of this plan is to show how Timbercroft Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Item	Actions to be taken	Timescale	Lead Person Responsible
School Grounds			
Signage	New fire zone charts to be displayed showing buildings and access points	Autumn 2024	Site supervisor/Regional Estate Manager
External Steps and Access	All external steps are re-marked twice a year.	Ongoing - every Spring and Summer term	Site supervisor/Regional Estate Manager
Signage	Disabled access signage on all building access points	By Summer 2025	Site supervisor/Regional Estate Manager
External Steps and Access	Renewal of the ramped access Beech to be screed	By Summer 2026	Site supervisor/Regional Estate Manager
Signage	Disabled access signage on all building access points	By Summer 2025	Site supervisor/Regional Estate Manager



Item	Actions to be taken	Timescale	Lead Person Responsible
Access to information			
Emergency escape routes	Labels clearly displayed throughout the school	Ongoing	Site supervisor/Regional Estate Manager
Fire procedures	Yearly review of fire procedures undertaken Procedures in designated areas – by call points and displayed in other significant areas around the school	Annually	Site supervisor/Regional Estate Manager with Head of School

Item	Actions to be taken	Timescale	Lead Person Responsible
Communication and Curriculum			
Update systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parents and advocates	Views are discussed and new plans derived on a regular basis. Parent meetings scheduled in at the start of the academic year.	Termly	SLT SENDCo
All staff have the skills and understanding to support children with	Staff meetings and INSET training provided to all staff. Inclusion meetings with Class Teacher and SENDCo	SDP annual review for Leadership Schedule	SENDCo



SEND in the classroom and school environment			
All staff aware of accessibility of/in the curriculum with knowledge of individual needs.	Reasonable adjustments are made in all curriculum areas for children to access an inclusive curriculum using the technology and resources appropriate to their identified needs A differentiated curriculum for children of all abilities and specific resources are used to ensure certain pupils access the curriculum fully	Termly	SENDCo Curriculum Lead
Improve the delivery of information to pupils and parents	To be fully aware of the needs of parents to access communication and appropriate methods are in place: interpreter, face to face for AI parents or children	Ongoing	SLT SENDCo Staff

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The plan is valid for three years 2024-2027.