HAVELOCK INFANT AND JUNIOR SCHOOLS' ACCESSIBILITY PLAN January 2024

OBJECTIVE	ACTION	LEAD PERSON	MONITORED BY	COST/TIME	COMPLETION DATE	SUCCESS CRITERIA				
Physical Accessibility										
Ensure all users know that the site is fully wheelchair accessible with help	Refer to this in both newsletter and specific events for both schools	EHT/SBi Acce	Havelock Schools LAB ss to the Curriculum	Time to include text	Ongoing	All users aware				
Ensure that learning is appropriately scaffolded to enable access for all pupils	Training to ensure all children's needs catered for in class through training with outside agencies	MG	SEND Governor - BD	SM time	Ongoing	Improved outcomes for all groups				
Continue to implement behaviour guidelines to ensure that all children are enabled to follow expected codes of behaviour	Staff training to ensure consistency of implementation of policy across all staff groups	KD/SLT	Havelock SLT	SLT time	On going	Reduced number of behaviour sanctions issued Suspensions reduced				
To continue to reinforce the Havelock 3Rs approach for learning behaviours to support independence and help children in become responsible, reflective and resilient learner	Build in recap assemblies and reflection times to re- emphasise the 3Rs across school. Ensure 3Rs are the language used consistently across the school.	All staff	Havelock Schools LAB	MER time Pupil voice	Introduced Jan 23 and continually enhanced	Children will be aware of how they learn and what they can do to self- motivate and support their own learning				
To make reasonable adjustments to learning and the learning environment to maximise inclusion including adjustments for children at risk of EBSN	Reasonable adjustments policy will be in place and staff will ensure changes are made	MG	Havelock Schools LAB	N/A	Ongoing	Staff will work in liaison with the SENCo to ensure reasonable adjustments will be made to allow access to the curriculum and learning environment				
Ensure access to first aid training for vulnerable groups eg diabetes, epipen to allow full inclusion	Training from school nurses offered in a timely fashion and at suitable times to allow staff to access	NF	EHT	Training time	Ongoing	Staff fully trained to support children				
		Acc	cess to information							

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To ensure all parents are supported to access information according to need	Support families who can't read to access information using by school office staff	MG	Havelock Schools LAB	Time to support	Ongoing	Parents feel fully supported in a variety of ways and are clear about how to access support
To ensure all parents receive communication from school to suit needs	Continue to offer information in a variety of ways eg text, letters, weekly new, website	MG/EHT	Parental feedback survey	Time to coordinate communication	Ongoing	Parents are satisfied with communication – stakeholder survey
To ensure parents know how to communicate the needs of their children with such things as SEN and Health care needs/concerns	Ensure parents know the staff responsible for different elements of care such as medical needs/educational needs	MG/JC/FSW	MG/JC/AMc	Time to coordinate communication and offer support SEND information meetings with parents	Feb 24 onwards	Parents will be given appropriate support for their children's needs
To ensure information meets the individual needs of all pupils by adapting formats e.g. Large print Braille Pictorial / symbolic representations	Ensure needs of all pupils are understood. Purchase alternative resources to support these needs as advised by external professionals.	MG	SEND Governor - BD SENDCo	As defined by individual plans	On going	Pupils have access to curriculum information and all other school information in a format that meets their needs
Ensure signage is suitable for non-readers, is clear and well situated	Audit signage in and around school and adapt to pictorial/symbolic where appropriate.	Office staff	Havelock Schools LAB	New signage costs Staff time to prepare new signs	On going	Pupils are able to navigate the school regardless of any disability