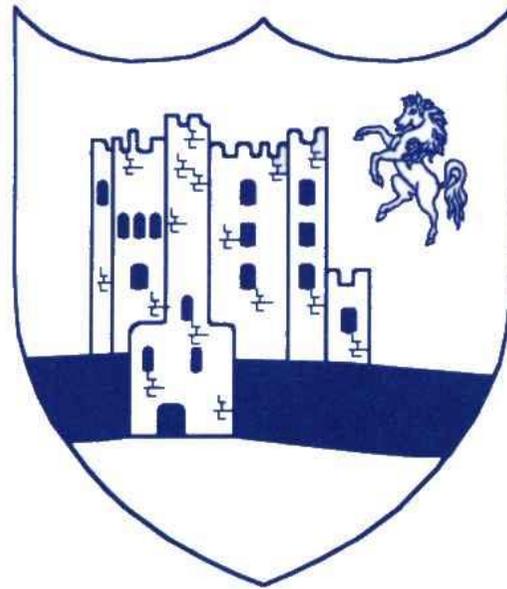


# Balfour Infant School



Accessibility Plan 2023-2026

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Increased Access to the Curriculum</b>	To undertake early identification and provide targeted support to children with disabilities in language	All children in Year R to be screened using the Language Link programme Also to be used for any other current pupils	To increase equality of opportunity for all children to develop their basic skills as well as access to a broad and balanced curriculum through careful monitoring of their progress and impact of additional support.	Terms 1/2 for Year R Terms 2-4 for other children	Early identification of children with specific language needs made and those children to be supported from a much earlier stage.
	To extend the range of diagnostic tools used in school to help identify children who are having difficulties and to enable us to meet the individual needs of children identified with Additional Educational Needs and a variety of disabilities.	To liaise with Balfour Junior school and share the diagnostic tools being used across the two schools. Language Link Speech Link BRP Switch On Boxall Profile .	Staff will be better qualified in assessing and supporting children with a range of needs	ongoing	A wider range of diagnostic tools will be available for identification of children's specific needs and targeted support.
	To measure impact of support given to all children	LINC to lead and support AEN teaching assistants in the measure of impact of interventions. To contact the Medway Autistic outreach service, Fortis Trust Outreach Service, and refer to CAMHS for support with pupils.	For AEN teaching assistants and other adults to complete an analysis of impact of support once every term. For Class teachers and LINC to carefully monitor impact of interventions and decide next steps.	Ongoing	Increase in access to the National Curriculum and meeting individual needs more consistently through personalised learning

<p><b>Improvements to the physical environment</b></p> <p>There are significant challenges for pupils with physical disabilities and for those with some behaviours that increase risk to themselves or others as the upper floor of the school is only accessible by two split level steep concrete staircases. The staircases are open at the top. An internal or external lift has been explored and is prohibitive. Parents of children with AEN should visit the school to ensure the site is suitable for their child's particular needs</p>	<p>To further develop the physical environment to ensure ease of access for children with disabilities</p>	<p>To ensure all surfaces allow ease of movement and access for various needs</p> <p>Clearly label doors from the playground to support parents and children with sight or other impairments 1, 2, 3 use of colour if needed to signpost.</p> <p>Provide supervised access and Personal Evacuation Plans for pupils with some mobility issues who are able to access the upper floor in the event of fire.</p>	<p>For the school environment to be as accessible as possible</p>	<p>Ongoing</p>	<p>Appropriate adjustments made to environment and resources.</p>
<p><b>Improvements in the provision of information</b></p>	<p>To share information with parents electronically</p>	<p>To extend the range and types of electronic communications offered to parents and to monitor their effectiveness</p> <p>Website to be fully in use – sharing presentations with sound for parents re workshops and other events in school</p> <p>School uses the School Jotter App and Seesaw to communicate with parents</p>	<p>Parents will be able to access information and communicate with the school more easily</p>	<p>Ongoing</p>	<p>Communication between home and school will be enhanced.</p>