

Thomas Jones Accessibility Objectives
Report on meeting objectives February 2025

Target	Timescale	Success Criteria	Update- February 2025
Ensure school staff and governors are aware of any issues related to accessibility and are actively involved in resolutions.	Ongoing	Staff and governors are aware of access issues and discuss these in meetings Access issues are continuously monitored to ensure any new needs arising are met	<ul style="list-style-type: none"> • All governors are familiar with the Accessibility Plan and Objectives. • Any issues regarding accessibility are always discussed at every board of governors meeting.
To be aware of the access needs of disabled children, staff, governors and parents/carers	Ongoing	Governors, staff, pupils, parents/carers and visitors have full access to all areas of the school	<ul style="list-style-type: none"> • There have been no issues regarding access to the school for any individual. • All access needs are catered for and adaptations quickly made as needed for individuals. • Access arrangements are regularly reviewed for S-yr3 when accessing new areas of the school. • Access arrangements will be reviewed for Rec pupil joining in September and adaptations made as needed.
To ensure disabled pupils can access education, facilities and services alongside other children both inside and outside of the school grounds	Ongoing	All disabled pupils are able to access learning and facilities alongside their peers	<ul style="list-style-type: none"> • Planning is monitored each term to ensure that all children are planned for and are accessing the curriculum alongside their peers. • Children with an EHC Plan and a disability have outcomes stored in a daily folder to show how they are accessing the curriculum.

			<ul style="list-style-type: none"> • Additional equipment is purchased as needed to support children with disabilities to access the curriculum alongside their peers. • Health and safety checks take place termly to ensure there are no obstacles for children/adults with disabilities. • Annual evacuation plans drawn up September 2024 for safe evacuation of any pupil needing support.
To ensure appropriate training for staff who teach children with a hearing impairment or visual impairment is up to date.	Ongoing	All staff working with children with hearing or visual impairments will have had appropriate and up to date training.	<ul style="list-style-type: none"> • LSAs and class teachers have had training where needed to support children with hearing impairments or visual impairments. Training is updated as required and as staffing changes.
For all extra-curricular activities to be planned to ensure they are accessible to all children	Ongoing	Increase in access to all school activities for all pupils	<ul style="list-style-type: none"> • All pupils are welcome to all clubs, irrelevant of any additional needs/disabilities wherever possible. Adaptations are made as needed. • Any issues regarding accessibility are always discussed at every board of governors meeting. • Alternative travel always arranged as needed for pupils.
For classrooms to be optimally organised to promote the participation and independence of all pupils	Termly classroom audits	All pupils have access to the National Curriculum Pupils are all able to move freely around the classroom as required and access materials to support their learning	<ul style="list-style-type: none"> • Classroom audits take place termly (last audit took place October 24). Audits included evaluation of space and access to equipment for all pupils including those with disabilities. There were no issues reported.
To review specialist aids and equipment available to pupils with a disability	Termly alongside review of children's IEPs	Children with SEN and or disabilities are able to access the curriculum with the	<ul style="list-style-type: none"> • Children's individual needs are assessed regularly by the class teacher, LSAs and SENDCo. Adaptations and implementation of new equipment/aids as required.

		support of specialist aids and equipment	<ul style="list-style-type: none"> • Use of CENMAC charity for loan of equipment to support learners.
To ensure that all children on the SEND register have a provision map in place	Termly and Annually-ongoing	Provision maps and IEPs in place to support the needs of individual children ensuring children are accessing the curriculum and making good progress	<ul style="list-style-type: none"> • Clear records of all provision is mapped out for each child on the SEND register. • Termly meetings take place between class teachers and the SENDCo to discuss IEPs and children's specific needs.
To review TA and LSA deployment to ensure pupils are appropriately supported	Ongoing with termly discussions	Children have access to support in order to meet their individual needs	<ul style="list-style-type: none"> • Termly meetings take place between class teachers and the SENDCo to discuss support plans and children's specific needs alongside individualised support/ TA/LSA engagement.
To arrange availability of written material in alternative formats	Ongoing	Written information to be provided in different formats when required	<ul style="list-style-type: none"> • Written information in different formats is available on request- information regarding this published on website. • Alternative formats explored and ordered for children sitting SATs tests.
To survey parents/carers on quality of communication	Annually	Parental opinion is surveyed and action taken appropriately	<ul style="list-style-type: none"> • Questions specifically related to the quality of communication are added to the annual evaluation form for parents/carers, staff and governors. • Outcomes of annual evaluation published on the website with actions linked to communications clearly stated. • Next whole school evaluation to take place in the summer term 2024. • An open door policy is adopted by the school with parents/carers able to communicate freely with the school on a day to day basis. • Additional surveys/feedback sought on specific areas- school lunch survey Feb 25 for example.
To raise funds and allocate funds to support	Ongoing	Additional facilities/events/resources sourced to meet specific	<ul style="list-style-type: none"> • Abigail Kantoch manages patron funding and allocates to accessibility needs.

accessibility across the school.		accessibility needs across the school. I.E – dyslexia friendly reading library.	<ul style="list-style-type: none">• Dyslexia friendly books in all KS2 classrooms and braille library being built up.
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