



Accessibility Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be Taken	Person Responsible	Date to complete actions by	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>Continue to build staff knowledge of SEND and how to support children with varying needs.</p> <p>Resources made available for use e.g. dyslexia friendly resources and resources for visually impaired pupils</p> <p>Progress is regularly assessed, and interventions put in</p>	<p>Continued CPD</p> <p>Resources to be provided on an as need basis. (eg Use of ICT/Clicker & voice activated text, sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, etc.</p> <p>EHCP reviews (yearly), SAP reviews (termly)</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO/ Achievement lead</p>	<p>Ongoing through out the year</p> <p>AD HOC</p> <p>In line with pupils' personal plans</p>	<p>Staff will have a better understanding of supporting children with additional needs.</p> <p>Learners will have the resources needed to access the curriculum.</p> <p>Barriers to learning are identified and addressed at the</p>

	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p> <p>Staff trained to meet individual medical needs of pupils where applicable.</p>	<p>place as and when needed</p> <p>Progression in learning is clearly identified in achievable steps; pupils make progress across the curriculum; gaps are narrowed.</p> <p>All pupils are able to access the curriculum; regular reviews meet the needs of the current cohort</p> <p>Individual medical plans provided where applicable; staff training provided where needed</p>	<p>and Pupil Progress meetings (termly)</p> <p>EHCP reviews (yearly), SAP reviews (termly) and Pupil Progress meetings (termly)</p> <p>Staff training on curriculum development and monitoring</p> <p>Medical plans to be updated yearly (or sooner if needed) and distributed to class teachers</p>	<p>SENCO/ Achievement lead</p> <p>Subject leads/curriculum lead</p> <p>Headteacher/Admin Officer</p>	<p>Yearly/termly</p> <p>Yearly</p> <p>yearly</p>	<p>earliest possible stage</p> <p>Pupils make progress against their targets. Parents are informed of targets</p> <p>Curriculum overviews and plans provide a rich learning experience for all pupils</p> <p>Training completed and individual pupil needs met</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Ramps</p> <p>Disabled parking bays</p> <p>Disabled toilets and changing facilities</p> <p>Library shelves at wheelchair-accessible height</p>	<p>Review accessibility of front office, hall from EYFS/KS1 corridor and EYFS classrooms exits.</p> <p>Review access to upstairs classrooms</p>	<p>Improve access through some doorways.</p> <p>Classroom organisation to be reviewed on an as needs basis (upper floor accessibility)</p>	<p>Headteacher/Site Manager</p> <p>Headteacher</p>	<p>Ongoing throughout the year</p>	<p>All of the lower ground floor is accessible to wheelchair users</p>

	The exterior of the building is accessible to all users	<p>Maintain wheelchair accessible toilets with clinical waste bins.</p> <p>Maintain safe access around exterior of school</p>	<p>Ensure access is possible at all times</p> <p>Ensure that pathways are kept clear of vegetation</p>	<p>Headteacher/Site Manager</p> <p>Headteacher/Site Manager</p>		
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Continue to support children as appropriate with accessibility through signage and symbols as needed.</p> <p>Continue to support parents and carers with accessibility through signage, symbols and alternative format where needed</p>	<p>Ongoing review of what we have in place already linked to children's needs.</p> <p>Fortnightly newsletter emailed to parent/carers</p> <p>Improve availability of information for parents – display appropriate leaflets for parents to collect</p> <p>Key content published on school website</p> <p>Provided translated documents where appropriate</p>	<p>Headteacher</p> <p>Headteacher</p>	In place and ongoing through out the year	<p>Information is displayed clearly for all children to access.</p> <p>All parent/carers will be up to date and well informed of school information</p>