

Accessibility Plan November 2021 to November 2024

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success criteria
To know who in the school community has specific access needs.	- Create an individual plan for each child with disability to ensure needs are met. - Survey staff, governors and parents and then update electronic records to include all relevant information.	Ongoing	Inclusion Leader Admin staff	Clear database of needs of those within the school community which encompasses PEEPs and specific consideration when trip planning.
To create a sensory space within school which children with ASD or SEMH can use to regulate at WW and WK.	- Locate an area for a sensory room within the school which will support all pupils, including those who need it as their transition activity into school. - Investigate the possibility for a grant to equip and design the room. - Action the building and equipping of the room.	WW – June 2022 WK June 2023	Inclusion Leader	Children choose to use the nurture sensory space as a positive choice to support their regulation. Incidents of dysregulation are fewer through children making positive choices. Pupil voice indicates that room is seen as a safe place to choose to go to.
Annual audit of signageto ensure reaches requirements.	- Carry out a site walk to identify all signage. - Assess whether current signs are accessible. - Identify signs that need replacing and where others need to be added.	Summer term annually	Safety Committee	All signs are appropriate and of the right size.
To improve the choice and inclusivity of school's offer at lunch time.	- Encourage existing staff to offer a club at lunchtimes as an alternative to the playground in KS2. - Build a programme of choice for the week which is as diverse as possible. - Consider the inclusion of a lunch time commitment when recruiting new support staff. - Consider the redeployment of staff	WW – 2 lunchtime clubs – July 2022 Increasing to more in subsequent years	SLT and PE lead	Behaviour incidents at lunch decrease. Pupil voice indicates that all needs at lunch are being met. Attendance at clubs is high Club choice is responsive to pupil voice.
To maintain accessibility to main entrance with an inclusive sign in system, this prioritises safeguarding.	- Regularly service the main entrance automatic door. - Install an electronic sign in system in both bases.	WW – Sept 2021 WK sept 2022	Admin staff	All visitors are able to access the school building and safeguarding information.

Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success criteria
To provide support for children on an individual basis as appropriate.	- Identify children with specific needs. - IEPs and other individual plans to be put in place and implemented for specific children. - All teachers to put access arrangements on their IEPs for children with disabilities/SEN setting out exactly what the children need to access the curriculum.	On-going	Inclusion Leader	All children's needs met by effective planning and differentiation.
Ensure disabled children and staff have access to ICT equipment.	- Individual plans to identify specific needs for using ICT. - Audit of ICT resources to identify any additions that need to be made.	On-going	ICT Leader Inclusion Leader	Children accessing ICT to enable them to work more effectively across the curriculum.
To ensure that children have access to curriculum materials that are adapted to meet their needs.	- Individual plans to identify specific needs as highlighted by assessments from outside agencies. - Worksheets and other materials adapted to the needs of individuals.	On-going	Inclusion Leader Class teachers Outside agencies	All children accessing resources that are tailored to their needs.
To monitor the progress of disability groups by use of target tracking software.	- Collect assessment data at regular points as with all children. - Filter data by disability to look closely at progress made by these children. - Make interventions as appropriate.	Annually	HT/ IL Subject Leaders	Teachers are aware of specific learning needs of children with disabilities and able to intervene to accelerate progress.
To increase pupil's independence in their learning and organisation of tasks.	- Independence training. - Learning behaviour definitions - Set up independence kits for each classroom. - Run parent workshop on independence training. - Monitor the impact on learners and their outcomes as well as adaptations to learning environments.	July 2023	Inclusion Lead	- Monitoring will indicate that pupils are able to independently access tasks set within their own abilities achieving a sense of success. - Learning environments have clear accessible resources to promote and facilitate independence. - Outcomes for children indicate good levels of progress. - Monitoring indicates that all teaching and support staff facilitates independence through quality questioning.

Access to Information

Targets	Strategies	Timescale	Responsibility	Success criteria
Make available school brochures, school newsletters and other information for parents in alternative formats.	- The school will publish all the letters to classes on the website. All newsletters will also be published on the website. - On request, the office will email individual parents letters in a format which can be translated.	Dec 2021	School Admin	- The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours. - All school information available for all through hard copy and website.
To ensure that all parents and other members of the school community can access information.	- Written information will be available in alternative formats, eg. large print, on request. - Where necessary, the school will make itself aware of the services available through the Trust / LA for converting written information into alternative formats.	Dec 2021	School Admin	The school will be able to provide written information in different formats when required for individual purposes
To ensure that all notifications and messages that are necessary to communicate to parents is electronic and can therefore be translated or read for those that need it.	Use Arbor to notify parents of information and events, collect money, book appointments and gain permission.	Dec 2021	School Admin	The school will be able to communicate effectively with parents using one system to avoid confusion.