



ACCESSIBILITY PLAN

This Accessibility Plan is drawn up in compliance with the requirements specified in Schedule 10 of the Equality Act 2010. <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10> . The purpose of the plan is, within a reasonable time, to:

- Increase the extent to which disabled pupils can participate in the school's curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The Governing Body are responsible for ensuring that this plan is kept under review and that adequate resources are allocated to implementing the plan. Progress on implementing the Plan will be reviewed annually by the Finance and General Purposes Committee. The Plan detailed in Appendix 1 has been drawn up to cover the period 2022 - 2025 after taking account of pupils' disabilities and reflects any preferences expressed by them, or their parents and it has also taken account of views expressed by disabled parents.

It contains relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for their transition to their secondary school as any other pupil. This includes the provision of any auxiliary aids as required.
- Ensure that all **wider and extra-curricular activities** of the school such as participation in after-school clubs, school visits and activities are equally accessible or that reasonable adjustments made or auxiliary aids provided.
- Improve and make reasonable adjustments to the delivery of **written or on-line information** to pupils, staff, parents and visitors with disabilities.

Accessibility Plan

Aim	Current Good Practice	Actions	Responsibility	Timeframe
School building internal environment to be organised for accessibility for pupils with needs.	Classrooms are arranged to meet the needs of individuals. Adapted furniture and resources are provided to meet the needs of children. Disabled toilets and changing facilities available.	Class teachers to audit seating and furniture arrangements in classrooms regularly to ensure these meet the needs of pupils in the class. Liaise with OT and other external agencies as relevant. Ensure communal areas of the school are arranged to facilitate ease of manoeuvre and access for pupils, staff and visitors with additional needs.	Class teachers All staff	Ongoing - annual check in October Ongoing monitoring
All pupils have full access to the curriculum.	Our school offers – where appropriate- a differentiated curriculum for pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources Include examples of people with disabilities.	Identify any pupils who are not making suitable progress. Maintain and update SEN register termly. Review SAPs at least termly and meet with pupils and parents to review outcomes and to set new targets. Develop use of visual nonverbal communication tools.	Headteacher	Termly – SAPs Training – Ongoing

	Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to ensure it meets the needs of all pupils	Provide training for staff to enable them to support a wide range of needs		
All pupils have access to extra-curricular opportunities: clubs, trips and activities.	All children attend trips which have been carefully planned to meet the needs of all children.	Ensure planning and risk assessments take account of all needs including transport and support of dedicated adults as required.	Headteacher, Finance Officer and class teachers	Ongoing
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Large print Resources when necessary Pictorial or Symbolic representations	Embed use of Laptops, tablet, or dictation software when necessary Develop the use of Symbols including PECS and Makaton when necessary	Class teachers All Staff	Ongoing
Staff trained in awareness of disability issues affecting pupils on roll.	Our school has an SEN register which is updated termly. Children are identified who are not making	Identify staff to undertake training on awareness and meeting needs of pupils with additional	Headteacher	Ongoing, based on the profile of the pupils on roll, and the staffing arrangements put in place to meet

	progress. SAPs are written with the class teacher and shared with parents termly. Staff are trained in various interventions to support children.	diagnosed needs (e.g physical disabilities, ADHD, ASD, dyslexia). Training may be led by SENCo, LA CALT team, ASD support teacher, EP, or OT / OT / another medical professional.		these needs. Staff training needs reviewed on a termly basis.
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Date Approved: 6 July 2022	Next Review Date: June 2025
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