

Accessibility Plan Spring 2025 -2028

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

Objective	Task/ Action	Led by	Resources	Success Criteria
Curriculum				
To continue to ensure that the school offers a curriculum that meets the needs of all children from their individual starting points.	Pupil starting points are tracked on Arbor/Provision Map. Staff discussions during handovers. Planning is adapted accordingly. Assessment for Learning is used as a formative tool.	Inclusion Team and specialist support. Teachers Support Staff	Meeting time with SEND teachers to revise and adapt planning. Support from CLNDS, TTLT,OT, Physio and S&L	The curriculum is able to meet the needs of the individual children. The learning opportunities for the pupils are appropriately continued. All children make progress from their starting points.
Targets are set effectively and are appropriate for pupils with additional needs	To ensure there is a clear understanding of Provision Map across the school. To continue to develop the use of Provision Map to set targets. To continue to use set targets to plan purposeful activities and to also measure impact.	Inclusion Team Teachers Support Staff	Target meetings with teachers. Review targets termly Staff training	Staff set realistic targets for children. Children will be achieving targets within both the mainstream classrooms and afternoon interventions. -There will be an increase in the pupil's attainment and progress.
Attitudes and Participation				
To ensure all educational visits have made reasonable adjustments in order for pupils with SEND to access where appropriate	Class Teachers to ensure pre-visit checks are made to ensure accessibility is appropriate, including transport arrangements. If necessary, suitable resources are provided that offer the support required. Where necessary additional staff or parental support is used to ensure all children are able to attend the visit.	Inclusion Team Teachers Support Staff Educational Visits Lead Year Group/Phase Leaders	PPA time to make a pre-visit. Mini-bus if required. Risk assessment carried out Increased numbers of staff to support during the visit. Parental support	All children can access the Educational Visit which will enhance their learning opportunities.
To ensure extra-curricular clubs are accessible to pupils with SEND.	To ensure there is a variety of clubs that SEND will be able to access. Clubs to be shared with all parents via Google Forms.	Inclusion Team Teachers Support Staff After school club Lead	Budget for staff to run after school clubs. Availability of staff. Necessary resources.	There will be an increase in the number of children that will be attending after school clubs which will have a positive impact on all the other areas of the curriculum.

	<p>Communication between staff and parents regarding necessary adjustments needed.</p> <p>To ensure the resources are appropriate.</p> <p>To provide additional staff where necessary to support pupil attendance.</p>	Senior Leadership Team		
Environment and Information				
<p>Improve access for SEND pupils who may experience difficulty in moving around the school.</p>	<p>Ensure care and Personal Emergency Evacuation plans (PEEPs) are in place to support children with mobility difficulties.</p> <p>Regular maintenance of all environment/site resources - hoists, lifts, specialist equipment, soft play and sensory rooms.</p>	<p>Inclusion Team</p> <p>Teachers</p> <p>Support Staff</p> <p>Firewardens</p> <p>Site management Team</p> <p>Health and Safety Lead</p>	<p>Evac Chair training for some staff</p> <p>Hoist training for some staff</p> <p>Specialist equipment maintenance contracts.</p> <p>Outside agency visits such as OT.</p>	<p>All children are able to access all areas of the school building using any necessary aids including trained staff.</p>
<p>Displays around the building are appealing and accessible to all children, staff and parents.</p>	<p>Displays are bold and contain relevant information and sample learning of all children.</p> <p>Use of visuals such as widgets are used appropriately,</p> <p>Key vocabulary is displayed including in some community languages.</p> <p>People on display include some examples of the protected characteristics that reflect the community.</p>	<p>Inclusion Team</p> <p>Teachers</p> <p>Support Staff</p> <p>Subject Leaders</p> <p>Senior Leadership Team</p>	<p>Display resources</p> <p>Directed hours time</p>	<p>Displays across the school are uptodate and reflect the learning and whole community of the school.</p>