



Accessibility Plan

Date: 10/06/2024

Review date: June 2027

Improving Participation in the Curriculum				
Priority	Strategy / Action	Resources	Timescale	Success Criteria
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Strategic deployment of support staff/intervention teacher Use of ICT, e.g.: changing colour of IWB screen and wigit software Purchase and allocate other resources as needed, e.g.: wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys and photocopy on coloured paper. Implementation of agreed strategies from TPP	Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker
Training for staff on increasing access to the curriculum for all pupils	EpiPen/ Asthma training Access to courses, CPD Ongoing guidance from inclusion Partner and medical professionals PRICE training	Training time TA time allocated	In place and ongoing: Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
All educational trips, outdoor activities and clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club.	ongoing	Increased access to the extra-curricular activities for all pupils with SEND.
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year	Identify pupils who may need adapted or additional provision	Other resources as required for individual pupils	In place and ongoing	Provision set in place ready for when the child/ren start school

Improving Physical Environment				
Priority	Strategy / Action	Resources	Timescale	Success Criteria
Access into and around school to compliant and marked.	Accessible and accessible toilet signposted. Corridors kept clear Clear route through school Classrooms to be accessible	Maintenance costs	Ongoing	School will be accessible for wheelchair users
To have an accessible space to support with C&L and SEHM needs.	Sensory room Calm corners in EYFS/KS1 classrooms Outdoor learning space – Forest area, reading shed, quiet area, tyre park and outdoor classroom etc all accessible for Sensory Groups and gym trail. Implementation of agreed strategies from TPP	Inclusion funding bid to develop current facilities.	Bid in by the end of July 24	Successful bid
Ensure that reasonable adjustments are made for pupils and families with a disability, medical condition or other access Needs.	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Other resources as required for individual pupils	In place and ongoing:	As full as possible inclusion for all pupils. Safe evacuation in an emergency.
To ensure change of levels are clearly marked.	Refresh yellow markings that edge internal and external steps in classes.	Maintenance costs	Ongoing	Change in levels are clearly visible.

Improve the Delivery of Written Information				
Priority	Strategy / Action	Resources	Timescale	Success Criteria
To enable improved access to written information for pupils, parents and visitors	Fortnightly newsletter emailed to parent/carers Key content published on school website Provided translated documents where appropriate Ensure large clear font is used in documentation. Create and offer information in alternative formats if required. Access arrangements are considered and put into place for statutory testing.	Contact details and cost of translation / adaptation	In place & ongoing	All parent/carers will be up to date and well informed of school information. Evidence that appropriate considerations and reasonable adjustments have been made