

Accessibility Plan

2023-2026



The Equalities Act of 2010 defines disability as “a person has a disability if they have a physical or mental impairment that has a substantial long term adverse effect on their ability to perform normal day to day duties.”

It is important to ensure that we continually review our provision and, where necessary, implement improvements in both provision and practice, including:

- Access to the **physical environment**
- Access to the **curriculum** including the wider curriculum such as out of school activities and visits
- Provision of specialist **aids and equipment**
- Adjustments to **written information** to pupils, staff, parents and visitors with disabilities

Action	Who	When	Resources	Intended outcome	Monitoring / Evaluation
<p>Ensure legal compliance at all times:</p> <ul style="list-style-type: none"> • Consistently implement requirements of SEND Code of Practice • Respond to ongoing changes in legislation • SEND Policy in place • SEND Offer presented annually to Local Governing Body and uploaded on website • Member of Local Governing Body to continue supporting role in the form of 'SEND' Governor and champion the needs of children with SEND • Implement provision stated within EHC plans in a timely manner • Liaise with parents at least three times yearly • Assess Plan Do Review cycle to be completed for all children identified with additional needs • Keep staff updated via general messages and CPD 	SENCo	Ongoing	Time Nil cost	<ul style="list-style-type: none"> • Statutory compliance • Staff understand and fulfil responsibilities and accountability • Provision for children with SEND remains consistent and is responsive to changing SEND population and SEND needs 	SEN on a page
<p>Maintain the physical environment so that it allows easy access to those with disabilities</p> <ul style="list-style-type: none"> • Termly audit by SBM, SENCo and Site manager (SEND Governor to accompany wherever possible) • Ensure Disaster and Fire Evacuation plans accommodate needs of those with disabilities • List of vulnerable children, including those with physical needs and visually impairments, updated termly and shared with staff 	SENCo / SBM	Ongoing	Time Nil Cost	<ul style="list-style-type: none"> • Policies in place • Environment safe and accessible • Defects in environment identified and addressed • Staff aware of vulnerable children 	Termly H and S Report to LGB
<p>Ensure a proactive response to identified and changing needs of children and parents / carers</p> <ul style="list-style-type: none"> • Liaise with relevant external partners / agencies for support and advice. • Respond in terms of reasonable adjustments 	SENCo SBM	Ongoing	Time Costs unknown	<ul style="list-style-type: none"> • Adaptations made to provision to meet needs of current pupils with SEND, including, where appropriate, signposting 	SENCo termly report

Action	Who	When	Resources	Intended outcome	Monitoring / Evaluation
<p>Continue to refine equality of access within the curriculum for children with cognition and learning difficulties</p> <ul style="list-style-type: none"> At the planning stage, identify adapted learning activities for children with cognition and learning difficulties and plan into MTPs Executed learning to have adapted learning outcomes, evident in children's books Visual support to encourage independence Curriculum leaders / SENCO to monitor that planned learning activities are executed Termly update, shared with all staff, summarising children with specific needs within school 	<p>SENCo All staff</p>	<p>September 2023 onwards</p>	<p>Nil cost</p>	<ul style="list-style-type: none"> Barriers to curriculum removed Identified children with SEND access objectives through adapted activities Adaptations evident but not intrusive and promote inclusion 	<p>SENCo termly report</p>
<p>Further refine provision for those with additional and complex needs</p> <ul style="list-style-type: none"> Teaching staff to attend trust wide training delivered by school improvement partner Identified staff to attend SCERTs training EYFS staff to attend training delivered by specialist outreach focusing on the importance of interactions Teaching staff to seek support from those who are trained for children with communication and language needs Raise awareness of subject leaders to ensure children can be tracked during drop-ins etc 	<p>Principal SENCo AG/CRB</p>	<p>September 2023 onwards</p>	<p>Time staffing support (from EHCP funding)</p>	<ul style="list-style-type: none"> Provision matches the needs of learners Staff are confident in their approach to the needs of all children All staff are familiar with the needs of children across the school 	<p>SENCo termly report</p>
<p>Ensure provision for children with complex needs, as they move from EYFS, meets their needs</p> <ul style="list-style-type: none"> Personalised English and maths lessons delivered to identified children Access to foundation stage provision to support emotional regulation Bespoke phonics interventions for children across the school 1-1 reading interventions in place for children who require a whole word approach 	<p>SENCO Class teacher Inclusion Lead</p>	<p>September 2023-July 2026</p>	<p>Time ASA costs Planning time</p>	<ul style="list-style-type: none"> Barriers to learning removed All children able to access learning Small step progress made from starting point 	