



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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Milestones	Success criteria
<u>CURRICULUM:</u> Increase access to the curriculum for pupils with a disability Continue training for teachers and support staff on different aspects of SEN including differentiation when needed		Develop curriculum resources to include more examples of people with disabilities. Develop a wide range of books available within the library which reflects the diversity of our school community. Continue to ensure the curriculum is accessible to all through regularly reviewing the needs of our pupils.	Review of resources by subject leaders to ensure a broad range of examples which include people with disabilities – resources to be purchased if needed. Annual review of the curriculum and library, or sooner if a child with an identified disability transfers to our school at any point. Review the needs of children with specific issues, supply all relevant training.	Subject Leaders, supported by the SLT / SENCo	Ongoing, reviewed termly with purchasing of resources planned over the next three financial years in line with school budget.	Broad range of resources available in school which reflect people with disabilities. The curriculum continues to be accessible to all. Pupils with SEND have equal opportunities. All staff trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.

<u>CURRICULUM:</u> Increase engagement in extra-curricular activities for pupils with SEND		All out-of-school activities are planned to ensure the participation of the whole range of pupils. Ensure that our pupils with SEND and disabilities have opportunity to attend extra curriculum activities and events.	Work with teachers and leaders to ensure that children with SEND are encouraged and included in key events / extra-curricular activities and that suitable support and provision is in place for them.	Subject Leaders, supported by the SLT / SENCo	Ongoing – termly check of which clubs and events are in place and who is able / accessing these	All out-of-school activities will be conducted in an inclusive environment with providers that follow all current and future legislative requirements. Lessons/clubs will start on time without the need to make adjustments to accommodate the needs of individual pupils
<u>CURRICULUM</u> To ensure that all pupils have equality when accessing assessments / tests. To ensure that where needed, adaptations and access arrangements are made for key pupils.		Access arrangements will be made to meet individual's needs (for example taking tests). These arrangements will be applied for and support supplied when needed.	The SENCO / Headteacher will ensure appropriate testing and reports are provided to apply for access arrangement		Annually – reviewed each year to ensure any new needs have been identified.	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.
<u>PUPIL VOICE AND ACCESSIBILITY</u> Increase access to the curriculum for pupils with disabilities	Pupil voice is gathered through SEND reviews, annual reviews, pupil questionnaires, school council and informal discussions with staff.	Further develop pupil voice to inform accessibility planning and inclusive practice.	Gather the views of pupils with SEND regarding accessibility, participation, learning environments and inclusion. Use feedback to inform future accessibility planning and school improvement priorities.	SENDCo, Pastoral Lead	Pupil voice activities completed annually. Feedback shared with SLT and governors. Actions identified where appropriate.	Pupils with SEND report feeling included, listened to and able to access all aspects of school life. Accessibility improvements reflect identified needs and barriers.

<u>PHYSICAL ENVIRONMENT</u> Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all Ensure that there are safe spaces for children to access to regulate and reset		Improve accessibility within the classroom environment. Ensure that classrooms are optimally organised and all appropriate additional equipment is supplied to promote the participation and independence of all pupils and adults alike Create a safe space in corridor space (near PFSW office)	Audit accessibility of school buildings and grounds to ensure the needs of children and adults with disabilities needs are met Governors: Finance & Personnel Committee to check accessibility Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classrooms.	Headteacher School business manager Site Supervisor Health & Safety Governor Senior Leaders	Ongoing programme over three years Accessibility Audit to be completed Annually.	Doors can be safely held open during the school day to enable easy transfer between rooms. Environment is suitable for children with identified disabilities Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.
<u>PHYSICAL ENVIRONMENT</u> Improve the access to school for parents with a disability, and parents of a child with a disability		To ensure the safety of children, parents and visitors with a disability at key times during the school day.	Ensure users of the disabled spaces display a blue badge. Carpark opening times shared with parents / professionals who need access to the disabled spaces.	Site supervisor SLT	Ongoing	

<u>WRITTEN / OTHER INFORMATION</u> Improve the delivery of information to pupils with Special Educational Needs / and or disability Improve the delivery of information to parents/carers with Special Educational Needs / and or disability		Ensure all internal signage is high quality and fit for purpose. Further develop the range of communication used to ensure access for all members of the school community. Develop the use of parent views / contributions for SEND pupils using Google Forms. Make available school brochures, school newsletters and other information for parents/carers in alternative formats. Availability of other written material in alternative formats also.	Full review of signage (internal and external) – new purchased / signs replaced if needed. Facilitate communicate through use of sign language, bilingual staff during meetings where appropriate. Specialist teachers / professionals to be consulted in relation to specific pupils as needs are identified. Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.	Site supervisor / Senior Leaders / Class Teacher / SENCo	Ongoing, reviewed annually	School information will be available for all. Clear signage as needed is in place across school (internal and external) and well maintained. Adaptive Resources sourced and available for pupils in need. Specialist Services commissioned where appropriate. The school will be able to supply written information in different formats when needed for individual purposes.
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<u>DIGITAL ACCESSIBILITY</u> Improve the delivery of information to pupils, parents and visitors with disabilities	School communications are shared through the website, Arbor, newsletters and direct communication with families. Information can be provided in alternative formats on request.	Ensure digital communication and online information remain accessible to all users.	Review website accessibility annually. Ensure key documents can be provided in alternative formats where required. Review accessibility features of digital communication platforms and website content.	Headteacher, SENDCo, School Business Manager	Annual website accessibility review completed. Alternative format requests responded to promptly. Accessibility considered when publishing new content.	Website and digital communications are accessible to the widest possible audience. Families report they can access information easily and alternative formats are available when required.
<u>WRITTEN / OTHER INFORMATION</u> Improve the delivery of information and communication to parents/carers with EAL.		Make available written material in alternative languages if needed when communicating with parents. Further resource the use of technology to communicate with EAL families	The school will make itself aware of the services available through the LA for converting written information into alternative languages The school will use information and translations provided by the EAL Team for key information for EAL families. The school will review language	Senior Leaders / Class Teacher / SENDCo	Ongoing, reviewed annually	School information will be available for all. Adaptive Resources sourced and available for parents and families in need. Specialist interpretation Services commissioned where appropriate. The school will be able to provide

			option requirements for the school website			written information in different languages when required for individual purposes.
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<u>EQUALITY AND INCLUSION</u> To ensure that our current school policies and provision are up to date with changes in legislation.		Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details	Headteacher SENCo Governors Subject leader	Annually	Adherence to current legislation Stakeholders are aware of current changes and adaptations made as required.
<u>EQUALITY AND INCLUSION</u> To raise awareness of equality and disability issues within school and local community		To ensure suitable training is given to staff to raise awareness of equality and disability issues.	Staff Meetings to be used for information sharing / training 7-minute briefings to address different topics Specific training for staff members who have a pupil who required accessibility adaptations to be made	Headteacher SLT SENCo Staff	Ongoing	Staff and stakeholders will feel confident in their knowledge, understanding and awareness of key issues.
<u>EQUALITY AND INCLUSION</u> To ensure equal opportunities and appropriate provision is in place for any hearing impaired member of the school community.		To continue improving communication for hearing-impaired pupils. To enable pupils, parents and visitors who are hearing impaired to be better able to access verbal information.	Specific training for staff members who have a pupil who required accessibility adaptations to be made Review meetings are booked in for identified pupils with HI Ensure that provision is made for parents	Headteacher SLT SENCo Staff		

			and visitors with a hearing impairment. Source suitable training and materials for pupils and staff when required.			
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Reviewed by Miss Moriarty and Mrs Flynn 30.09.2025

Reviewed by Mrs Haida 06.09.26