



ACCESSIBILITY PLAN

AIMS	THE ACCESSIBILITY AUDIT
<p>Under the Equality Act 2010, a person is regarded as having a disability where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. There are three areas required by the planning duties in the Act - the curriculum, physical environment and information.</p> <ul style="list-style-type: none"> • Increase the extent to which pupils with disabilities can participate in the curriculum. • Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided. • Improve the availability of accessible information to pupils with disabilities. <p>The governing board also recognises its responsibilities towards employees with disabilities and will:</p> <ul style="list-style-type: none"> • Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities. • Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers. • Undertake reasonable adjustments to enable staff to access the workplace. <p>The plan will be resourced, implemented, reviewed and revised in consultation with:</p> <ul style="list-style-type: none"> • Pupils' parents • The head teacher and other relevant members of staff • Governors • External partners <p>This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.</p>	<ul style="list-style-type: none"> • The governing board will undertake an annual Accessibility Audit. • The audit will cover the following three areas: <ul style="list-style-type: none"> ○ Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. ○ Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. ○ Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers. • When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following: <ul style="list-style-type: none"> ○ Ambulatory disabilities: those using a wheelchair or mobility aid ○ Dexterity disabilities: those whose everyday manual handling of objects and fixtures may be impaired ○ Visual disabilities: those with visual impairments & sensitivities ○ Auditory disabilities: those with hearing impairments & sensitivities ○ Comprehension – this includes hidden disabilities, such as autism and dyslexia • The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access. • All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. • The actions that will be undertaken are detailed in the following sections of this document.

**ACCESSIBILITY PLAN****Planning duty 1: Curriculum**

	Area	What	Who	When	Outcome	Review
Short term	Reasonable adjustments are in place for pupils with SEND, particularly those with sensory needs	Ensuring pupils with Autism have a one-page profile in place	Class teacher + SENDCo	Spring 2025	All staff have access to a one-page profile for pupils they're working with who have a diagnosis of Autism	Autumn 2025
	Key information is easily accessible to the class teacher and SLT	Reasonable adjustments for those are relayed in transition and recorded on INSIGHT where appropriate	SENDCo + class teachers	Summer 2024	Key information is all held in one place electronically that is accessible to all teaching staff and SLT	Spring 2025
Medium term	Ensuring all school trips or events take into account pupils with SEND.	Needs of pupils with SEND are incorporated into the planning process & the implementation of the event.	Teachers, Teaching Assistants, SENDCo	Ongoing	Planning of school trips and events take into account pupils with SEND	Autumn 2025
	Ensure more staff members are confident with use of Communication in Print and it is more widely used in school.	Training on Communication in Print teachers and teaching assistant	SENDCo	Summer 2025	Teaching staff using Communication in Print confidently. It is evident around school and for personal use of SEND children.	Autumn 2025
	Access arrangements	Access arrangements are considered and are in place for those pupils who have an identified need	SENDCo + class teacher	Spring 2025	All children achieve their full potential in assessments.	Summer 2025

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Long term	Ensuring all children experience success within the wider curriculum.	Curriculum and teaching is carefully planned to encompass a spectrum of opportunities for children to discover and develop their individual passions.	Teachers SLT	Summer 2025	Pupils with SEND can access lessons	Summer 2026
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Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Ensure all staff are aware of resources available in school to support children with SEND.	Information / training update of resources available.	SENDCo	Autumn 2024	All children will be provided with the necessary resources and equipment.	Summer 2025
Medium term	Improve pupil's ability to manage their emotional regulation	Reinforce Zones of regulation across the school. Explore strategies and resources to aid self-regulation.	SLT/teachers	Autumn 2024 Spring 2025	Children are actively engaging in the class Zones of regulation board. Children can name and use at least two different strategies to help them self-regulate.	Summer 2025
Long term	Improve children's toilet facilities for increased accessibility.	Increase number of toilets available and accessible for children in both key stages.	Head Teacher, Governors	Autumn 2026	Increased number of accessible toilets for children.	Autumn 2026



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Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Ensure the SEND Information report is up to date and reflects the current practice	Update the SEND information report with new SENDCo and SEND Governor	SENDCo	Autumn 2024	The SEND information report will be available to all on the school website.	Summer 2025
	Ensure communication to parents, including the website, considers the needs of our parent community.	Regularly review needs of parents and deliver in formats to meet their needs	Head Teacher Office Manager	As needed and ongoing	All communication is accessible to all parents.	Summer 2025
Medium term	Deliver Homework in alternative formats as appropriate to ensure all children and parents can access. Ensure homework requirements remain open ended to allow children to play to their strengths and passions.	Consider individual children's requirements when setting homework. Ensure homework outcomes are planned to provide open ended conversations at home.	Teachers SENDCo	On going	Homework is accessible to all children and homework requirements remain open ended	Autumn 2025

**ACCESSIBILITY PLAN****Planning duty 4: Awareness**

	Issue	What	Who	When	Outcome	Review
Short term	Review SEND Policy.	Deliver policy to meet the needs of children.	SENDCo	Autumn 2024	SEND Policy is up to date and appropriate for the current needs of the school.	Summer 2025
	Increase in neurodevelopmental referrals	Ensure all staff receive Autism/Neurodiversity training	SENDCo	Autumn 2024	All staff make reasonable adjustments and appropriate provision for children with social communication and interaction needs	Autumn 2025
Medium term	Ensure there is a coherent plan to expose children to a range of disabilities to improve awareness, empathy and tolerance.	Promote peer awareness of neurodiversity through lessons, books and displays, assemblies and peer presentations	SENDCo	Autumn 2025	Children are developing an awareness of a range of needs and disabilities and are able to support their peers whilst demonstrating empathy and tolerance.	Spring 2026
	Ensure parents have access to support from outside agencies to support with areas of concern for their children.	Promote and signpost parents to relevant agencies for support, hold coffee mornings and advice workshops.	SENDCo and outside agencies	Spring 2026	Parents know where to find support for areas of concern for their children relating to physical, mental health and SEND needs.	Autumn 2027
Long Term	All staff to have a knowledge and understanding of Attachment and Trauma	Whole school training	SLT	Spring 2026	Staff have an understanding of attachment theory and can draw on practical strategies to help support a child with attachment needs in their class. Children have greater emotional and social regulation and, in time, improved academic performance.	Autumn 2027
	Ensure staff are well trained in relevant needs and disabilities.	Monitor and analyse the breakdown of need on the SEND register and identify future training needs accordingly	SENDCo	On going	Staff will be skilled and knowledgeable about SEND children in our care.	2027

Signed: Head Teacher [Anne Clewley](#)Date [November 2024](#)Chair of Governors [Alex Quinn](#)Date [November 2024](#)

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