

ACCESSIBILITY PLAN 2022-
2025

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
<ul style="list-style-type: none"> Increase access to the curriculum for pupils with a disability 	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs Continuous monitoring of pupils to ensure any new arising needs are met The curriculum is reviewed to make sure it meets the needs of all pupils Termly pupil passport meetings with parents Provision map in place Liaise with external agencies and incorporate strategies 		To ensure entitlement and access for all pupils	<p>Continual review of the curriculum</p> <p>Adaptations made to the curriculum where necessary</p> <p>Curriculum and resources include examples of people with disabilities. Disabled people represented in our curriculum – e.g. through PE and sport</p> <p>Termly targets to be closely monitored and progress checked</p>	<p>Headteacher, SENDCO and subject leaders</p> <p>Teachers</p> <p>All staff</p> <p>Teachers and SLT</p>	Ongoing	<p>The curriculum is accessible to all pupils and needs are met</p> <p>SEND objectives are in place for disabled pupils</p> <p>Staff are confident that pupils' needs are met</p>

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none">• Ramps• Lifts• Corridor width• Space between furniture• Disabled parking bays• Disabled toilets and changing facilities• Seating plans• Adequate lighting• Use website/ school app/ text to enhance communication with parents.• Parents to make us aware if we need to make adaptations / use alternative methods of communication.		Review all access points in school: shared pupil areas, pathways and other common areas around school	Continually reviewed over the course of each academic year	Operations Manager	Ongoing	All access points as well as pathways around school are accessible
				Ensure that parents have full access to the school		Daily	
				Adaptations made for individual pupils based on their needs, as they occur	Teachers	Daily	All stakeholders feel safe in and around the building
				Maintenance of the school environment	Estates and Facilitates team	Daily and Termly	
				Ensure the safety of the children and staff throughout the day, including fire and lockdown drills – risk assessment to be drawn up	Teachers /Operations Manager	Daily	All disabled people can be safely evacuated A disabled space for parking throughout the school day

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Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> • SEND policy and SEND Information Report in place and available on the website • Pupil Voice • Regular communication with parents/carers • Liaise with external agencies and incorporate strategies • School visits and trips are accessible to all pupils <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Smaller chunks of work • Use of technology • Scribes / readers 		Consideration for activities enabling all pupils to actively take part.	<p>Adapt the curriculum implementation to ensure that pupils' needs are being met</p> <p>Pre-teaching opportunities</p> <p>Scaffolds in place</p> <p>Staff training – high-quality teaching</p>	<p>Teachers</p> <p>SLT / SENDCO</p>	<p>Ongoing</p>	<p>Adjustments and provision are made to ensure that all pupils can access a broad and balanced curriculum</p> <p>All pupils are able to take part in a range of activities.</p>