Accessibility Plan

Our Accessibility Plan sets out how our School will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas:

- Increasing the extent to which disabled pupils can participate in the School curriculum;
- Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled pupils.

The preparation of the Accessibility Plan has been informed by analyses of data within the School and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary and at least annually. A copy of this Plan will be placed upon our website.

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Increasing the extent to which disabled pupils can participate in the School curriculum				
1a) Ensure SEND needs are identified as early as possible with new starters, liaising with feeder nurseries and schools as necessary.	SENDCO and AP EYFS	N/A	Ongoing	SEND needs for new starters and Reception pupils are identified as early as possible using transition documents, baseline assessment and liaison with feeder schools/nurseries.
1b) Training for teachers on adaptive teaching of the curriculum – specific to the needs of any disabled pupils – ensuring staff are aware of the different aspects to disabilities.	SLT/SENDCO	CPD budget Training also delivered by SLT and SENDCO	October 2023	Teachers able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.

1c) All out of school activities planned to ensure participation of all pupils as necessary	SLT/SENDCO	CPD budget Training also delivered by SLT and SENDCO	Ongoing all year	All out of school activities conducted in an inclusive environment ensuring compliance with legislation.
1d) Classrooms are organised to promote participation and independence of all pupils. 1e) Ensure glare is minimised from all windows.	SLT/SENDCO SBM	Estates budget CPD budget Training also delivered by SLT and SENDCO	Ongoing all year September 2023	Lessons start without the need to make adjustments to accommodate needs of individual pupils. All windows that have glare due to bright sunshine will have appropriate covering.
1f) Training for awareness raising of disability issues.	SLT/SENDCO	CPD budget Training also delivered by SLT and SENDCO	October 2023	Whole school community aware of issues.
1g)Ensure supervision for pupils with disability is suitable and EHC Plans are drawn up to highlight provision requirement	SENDCO/SLT	Training also delivered by SLT and SENDCO SEND budget	Ongoing and July 2024	Pupils with disabilities are well supported through EHC Plans and suitable supervision.
1h)Work closely with parents to support pupils with SEND	SENDCO and SLT	Cost of workshops	Ongoing	Parents of pupils with SEND are able to support their children through additional work shared by the school
D1i) Liaise with external agencies to support pupils with ongoing SEN and health needs, e.g. severe medical conditions, epilepsy, mobility, allergies, as well as ASD, SAL, VI and HI etc.	SENDCO and SLT	Services Budget – e.g. HI service, Ed Psych Service, SALT etc.	Ongoing	External agencies support with specific health and mobility needs to enable pupils to access the curriculum.

1j) Ensure pupils can access the full curriculum and review their attainment at regular intervals	SENDCO and SLT	Curriculum budget	Ongoing	Pupils with SEND feel involved and included and are making good progress from their starting point.
1k) To ensure Governors are involved with evaluating provision with the Principal	Principal and SBM	N/A	Ongoing	Governors take part in visits to the school to support with the evaluation of the provision
Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services				
2a) Ensure that parents of pupils requiring access via the disabled parking zone are allowed access daily.	SBM	N/A	Ongoing	Disabled car parking available close to school entrance
2b) Ensure access arrangements throughout the school are clear and fit for purpose to support mobility for all.	SBM	N/A	Ongoing	Access to front door and all sides of the buildings allows mobility access. Disabled toilet allows access for users Flat entrance at children's door. Wide doors throughout the school are used for wheelchair access if necessary Clear routes through school for access (No need for Sound field yet as no HI pupils). Lift access available for access to first floor.
2c) Ensure estate provision for pupils with disabilities is monitored– this includes	Principal, SBM	Estates budget	Ongoing	Monitoring of building to check whether any concerns are

physical, sensory and mental health related disabilities.				identified when in operation – particularly to support learners and staff with mobility needs, visual impairment and hearing impairment.
Improving the availability of accessible information to disabled pupils.				
3a) Make available school brochure, newsletter and other written information for parents in alternative formats if necessary. Ensure the resources are adapted if there is a need for pupils.	SBM SENDCO and APs	Communications budget	October 2023 and ongoing	All school information available for all. Font size, symbols, page layout etc. will be altered as necessary.
3b) PSHE Curriculum enhanced to identify opportunities to teach about disability and inclusion	APs and SENDCO	Curriculum budget: PSHE	Ongoing	Pupils have taken part in learning opportunities whereby they can learn about disability and how to support others and not discriminate.
3c) Ensure pupils who have autism and ASD have access to the curriculum	SENDCO and APs	SEND budget	Ongoing	Pupils who have autism and ASD are able to access language through some form