



## Accessibility Plan

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

Aim	Task	Timescale	Overall Responsibility	Monitoring	Success Criteria
To improve and increase access to the curriculum for all learners, according to their individual needs and for those with a disability.	<p>Our school offers a differentiated curriculum for all learners underpinned by each learner's EHC plan.</p> <p>We will use resources tailored to the needs of learners who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all learners.</p> <p>Smart targets are set effectively and meaningfully and are achievable and appropriate for learners with additional needs.</p> <p>Learners profiles detail individual support strategies and required adaptations.</p> <p>The curriculum is reviewed to ensure it meets the needs of all learners.</p> <p>EHCPs are reviewed in conjunction with families and other professional partners.</p> <p>We will provide assistive technologies and differentiated instruction where required.</p>	Ongoing	Principal	Directors	<p>All learners have access to the full curriculum (as far as practical and reasonable) using a range of resources which meet their particular needs.</p> <p>Learning and behaviour objectives are set for all learners on a termly basis and reviewed termly to ensure learners reach their full potential.</p> <p>A full review will inform requirements needed and progress made. This will inform future plans (SIP) and school self-evaluation (SEF).</p>

	<p>Classes are small in size enabling enhanced adult support.</p> <p>Visual timetables, task boards, now and next boards are used where needed to help support understanding and sequencing.</p> <p>Learner voice via the school's student council, together with learner and parent surveys are used as tools to gather feelings about the school and learners progress.</p>				
To improve and maintain access to the physical environment including lift consideration.	<p>We will explore the possibility of improving access (if feasible) depending on the building layout, including automatic doors if required.</p> <p>The environment is adapted to the needs of learners, as required.</p> <p>Environments are low stimulation with calm colours with a clear layout.</p> <p>Toilets are accessible.</p> <p>Desks of differing heights will be provided.</p> <p>Chairs of differing heights will be provided.</p> <p>Wobble cushions and wobble stools for the learners that require this will be provided.</p> <p>Sensory room and sensory resources, where necessary, will be provided.</p> <p>Quiet spaces within the school will be provided.</p> <p>Overlays, core boards, indoor signage, pull up bars, weighted blankets, bands on chairs etc will be provided, as required, to help learners regulate their sensory needs and aid with communication and learning.</p> <p>Input on suitable environments will be sought from our occupational therapist and SALT professionals.</p>	Ongoing	Property Manager	Directors	<p>The premises are accessible to all.</p> <p>A full review will inform requirements needed and progress made. This will inform future plans (SIP) and school self-evaluation (SEF)</p>

	<p>Fobs are on all external doors so the school building ensuring the school is a safe place for learners.</p> <p>Play surfaces and equipment have non-slip surfaces.</p>				
<p>To improve the delivery of information, and communication to learners with a disability.</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Large print, audio, and digital formats.</li> <li>• Pictorial or symbolic representations.</li> <li>• External and internal signage.</li> <li>• Sign language e.g., Makaton.</li> <li>• Pictorial or symbolic representations e.g., Widget.</li> <li>• Core boards, as required.</li> <li>• Choice boards, as required.</li> <li>• Social stories and comic book stories are used.</li> <li>• Zones of regulation are used to help learners communicate their emotions.</li> <li>• Learner profiles are updated regularly and followed by all staff incorporate the best way to communicate with the learner.</li> <li>• Website information including an accessibility tool.</li> <li>• Telephone.</li> <li>• Toolkits to regulate.</li> <li>• Email.</li> <li>• Teams/Zoom/Google classroom.</li> <li>• Face to face conversations.</li> <li>• Parent meetings.</li> <li>• Classroom Dojo – or similar - to share learning experiences and for communication with parents.</li> </ul>	Ongoing	Staff	Principal	<p>All learners have equal access to information, evidenced in learning outcomes and feedback.</p> <p>A full review will inform requirements needed and progress made. This will inform future plans (SIP) and school self-evaluation (SEF)</p>

	<ul style="list-style-type: none"> <li>• Use of SWAY for newsletters which can also be read aloud.</li> <li>• Invitations to families to open days, sports days, talent shows, community events etc.</li> <li>• Surveys for learners and parents are used as a tool to communicate feelings about communication.</li> <li>• Student council feedback.</li> <li>• Interactive whiteboards.</li> <li>• Staff training in autism and PDA strategies.</li> <li>• Use of Trauma Informed terminology when connecting with learners.</li> </ul>				
To increase staff awareness.	We will deliver training on inclusive teaching and disability awareness.	Ongoing	Staff	Principal	All staff will be trained in accessibility best practices.
To strengthen inclusive policies.	We will develop and implement a reasonable adjustments framework.	Ongoing	SLT	Principal	Effective accessibility and inclusive policies in place.

On successful referral of SEND learners to one of our schools, each school support team will consult and plan for all areas of the educational health plan, ensuring, where possible, effective integration into the curriculum and school.

To improve access to the **physical environment**, we are committed to adding specialist facilities, as necessary. This includes improvements to the physical environment of the school site and physical aids to access education within a reasonable timeframe.

Each of our schools are in continual development to ensure that accessibility for all learners, regardless of their educational, physical, or emotional status, is accommodated to the best of each school's ability.

If a school cannot meet the learner's needs, the team will work with strategic partners to ensure that positive pathways are identified.

