

Accessibility Plan 2023-26

Priority 1: Improving Participation in the Curriculum

Priority	Lead	Strategy/ Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	TG OB	Termly meetings with parents/carers Annual Review meetings with SENCo Fortnightly newsletters SEND Coffee mornings/afternoons	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	TG OB LA	Epipen training Paediatric First Aid Intimate care policy and trained staff Training from SALT Inclusion Support Sensory Support team CPD through SEND cluster, including all teaching staff trained in good autism practice Team Teach Support of CASP to promote effective participation and engagement CPD for teachers Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, OT, moving and handling advisors, continence nurse etc.	Training time TA time allocated Supply cover	In place and ongoing: Epipen Training, Paediatric First Aid , Teach Team Regular visits from outside professional	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	TG WG	Strategic deployment of support staff/intervention teacher, especially for SEND interventions and early reading/maths Use of ICT, eg: voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys Seek advice if needed (eg: from Sensory Support)	Money to buy resources (£500)	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of adaptive resources

Adaptations to the curriculum to meet the needs of individual learners	TG WG OB	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Use of access arrangements for assessment/National tests	Access to SEND cluster 4.5 professionals and inclusion support	In place and ongoing	Needs of all learners met enabling positive outcomes

Priority 2: Improving Physical Environment

Priority	Lead	Strategy/ Action	Resources	Timescale	Success Criteria
Maintain safe access around the interior of the school	TG JR	Awareness of flooring, furniture and layout in planning for disabled pupils Shift around Y3 and Y5 classrooms to ensure safety of the children in Y4 and Y5 to access sensory room/not to have to use stairs Use of the sensory room for children who are unable to regulate in the classroom environment New flooring in Y5/6 classrooms and corridors	Cost of any adjustments that need to be made	in place and ongoing	People with disabilities can move safely around the school
Access into and around school and reception to be fully compliant	JR TG	Designated disabled park: messages to go out to all in community that is only to be used by badge owners Clear route through school: Remove clutter, Ensure free walkways	Maintenance costs	In place and ongoing	School is accessible to all, include wheelchair users

Priority 3: Improve the Delivery of Written Information

Priority	Lead	Strategy/ Action	Resources	Timescale	Success Criteria
Availability of written material in alternative formats	OB Office Staff	Fortnightly newsletter emailed to parent/carers improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provided translated documents where appropriate Ensure parent pay is used as a means to contact parents where English is additional language, where necessary	Contact details and cost of translation / adaptation	In place & ongoing	All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment	SENDco Class teachers	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment where advised/needed	In place & ongoing	Pupils able to access all school documentation