Accessibility Policy – Part 2 – Action Plan 2025 - 2026

Part 2 should be read in conjunction with Part 1 (Accessibility Policy).

Current Position and Good Practice:

- The school is well-equipped with a range of learning aids and specific equipment (where required)
- There is a strong emphasis on CPD for all staff around all areas of Inclusion (SEND, Vulnerable Groups, and Equalities).
- Signing is used to support learning;
- The Inclusion Team supports a range of vulnerable pupils and their families;
- There is a clear, strong process for early communication regarding any disability or health condition for new admissions to the school.
- The outside play areas are flat and almost completely accessible to wheelchair users;
- There is a disabled toilet and two fully accessible classrooms;

Curriculum				
	Identified Focus Area	**Action(s) to be taken**	**What success would look like**	**Timeframe, Lead People**
Short term	To ensure teachers/TA.'s have necessary training to teach and support pupils with a disability.	Identify training need as pupils present with specific disabilities. Train staff who will be directly involved with pupil.	Staff knowledgeable about presenting disability and able to plan and deliver the appropriate provision.	In response to need. SLT.
	Further engagement of parents	Introductory meetings and workshops in the autumn term. Half Termly Inclusion Drop Ins, Termly Inclusion Workshops. Parent Workshops for every subject (core and non-core) across the academic year. Inclusion Lead a visible presence across the school.	Increased engagement of parents.	By end of Autumn Term. SLT.
Medium Term	Staff training on recognising and allowing for the mental effort expended by some disabled children and young people.	Targeted training both internal and external (Speech and Language, Occupational Therapy, School Nurses and Medication, Autism Support).	All staff are well equipped to help remove potential barriers to learning before they arise. Training is planned for and attended.	By End of Academic Year SLT
	Curriculum resources include examples of people with disabilities	Subject Leaders include list of key people for their given area ensuring people with disabilities are included. Subject leaders draw staff and pupil attention towards key people with disabilities within their subject.	Resources across all subjects reflect all types of disabilities.	By End of Academic Year SLT, Subject Leaders

Long Term	Appropriate use of specialised equipment to benefit individual pupils and staff (on an individual needs basis).	Equipment and resources available to support pupils (reasonable adjustments) as and when required: Ipads Sloping boards Coloured overlays or paper Sit N Move Wobble Cushions Weighted Blankets Pencil Grips PECS, visual timetable, widgit.	Pupils have access to appropriate equipment to support their learning and remove any barriers.	As and when required. Inclusion Lead

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Physical Environment				
	Identified Focus Area	**Action(s) to be taken**	**What success would look like**	**Timeframe, Lead People**
Short Term	To provide resources for visual impaired children.	Purchase books with ticker lines and other resources indicated by the visual impairment team.	Classrooms of visually impaired children are accessible and safe for these children.	By Spring 2024. SLT, Vulnerable Groups and SEN Governor.
	To provide additional space for children with additional needs to be able to re-regulate / use as a safe space / sensory area.	Re-design The Qube as a child friendly learning space.	The Qube is utilised by individuals and groups of children from across the school as an additional learning space.	End of Summer Term 2025. Inclusion Lead Completed – Sept 2025 – The Nest Sensory Circuit Area in Library area completed October 2025.
Medium Term	To organise classrooms for disabled pupils.	In response to need staff will reorganise furniture and resources.	Disabled pupils able to move around the classroom freely and access resources and environment effectively.	In response to need. Class Teacher, Inclusion Lead.
	To select, adjust and locate furniture and equipment appropriately to meet presenting need.	Seek specialist advice when the need arises.	Pupil has access to furniture and equipment that meets their needs.	In response to need. Class Teacher, Inclusion Lead
Long Term	To provide toilets within the main building that are suitable for use by disabled pupils.	Modify one of the existing staff toilets.	Toilet facilities meet the needs of all pupils.	When budget restraints allow. SLT.
	To ensure KS1 staff have access to a changing table for children who are still in nappies.	Modify one of the KS1 toilets to include a changing table.	Children in nappies can safely be changed in any year group and adults will stay safe whilst doing so.	End of Summer Term 2025. Inclusion Lead, SLT, caretaker.

Accessible Information				
	Identified Focus Area	**Action(s) to be taken**	**What success would look like**	**Timeframe, Lead People**

Short Term	To provide information in an accessible format for pupils and parents who have difficulty with standard forms of printed information.	Ensure information presented in an accessible way for all (large print, translated, braille, orally).	All pupils and parents kept fully informed.	All the time Class Teachers, Office Staff, SLT.
	To ensure that parents or family members who are unable to attend school because of a disability, have access to key events (parents evening, secret reader, end of topic, parent workshops etc.).	Events can also be hosted remotely over TEAMS. All workshops recorded and uploaded for parents to access.	All parents are informed of pupil's progress and have the opportunity to support them with their learning.	As and when required. All staff.
Medium Term	Ensure website is accessible for all.	Parents and pupils who are identified as having disabilities to contribute to website development. Review and re design of current website.	Website is accessible to all.	SLT. Within 2 years.
Long Term	Ensure signage is suitable for non-readers, is clear and well situated.	All signs include visuals.	Pupils and adults are able to navigate the school independently regardless of disability.	As and when signage is replaced we will consider this. SLT