



Accessibility Plan 2022-2025

Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To continue to provide staff training on SEND, supporting all pupils to make progress through appropriate differentiation.	Staff training on SEND, development of Pupil Profiles and effective differentiation in the classroom. ▪ Teaching and learning support, including lesson visits and coaching.	Ongoing	Inclusion Team	Pupils make good progress on the assessment framework and/or towards their individual targets on ISPs. ▪ A high proportion of pupils meet age related expectations because teachers are able to meet their needs effectively, enabling them to access the curriculum and make progress.
	Ensure LSAs have access to specific training regarding inclusive practice within the classroom.	Assign time during LSA staff meetings for training as per teaching staff.	Ongoing	Inclusion Team SLT	Raised confidence of LSAs as above
	All staff/child/parent/carer access needs are explored when joining school and at the beginning of each school year.	Review admissions pack annually. HT to bear in mind when recruiting new staff. Parents/carers to be invited to discuss access needs at the first consultation meeting of each school year. Include any 'known' access needs inside Inclusion folders so that all teaching staff will be aware.	Ongoing (Annually)	SLT Early Years staff All staff when receiving new children at Autumn consultation meeting. Office staff HR Officer	Access needs of all attending, working in and visiting the school will be met where possible
Medium Term	To support all children with medical conditions (e.g. anaphylaxis, Cystic Fibrosis) to enable them to take a full and active part	Liaise with parents through the IHCP process and discuss ways in which pupils can be supported at school.	Ongoing	Inclusion Team SLT	Pupils with medical conditions are able to take part in all aspects of school life.

	in school life	▪ Ensure that reasonable adjustments are made to support pupils.			▪ Pupils with allergies are able to have school meals.
Long Term	Children become more aware of their own access needs	Include access to information in Circle Time Encourage pupils to express their access needs.	Ongoing Ongoing	All teaching staff	Children are able to articulate their access needs.

Improving Access to Information

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Review strategies and methods of sharing information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when a child is admitted to school and at the beginning of the school year. Review all letters home to check reading age/ plain English Using a readable font where possible Be prepared to provide literature in Braille/on tape if requested.	Annually	SLT Office Staff	All parents receiving access information
Medium Term	ISPs and EHCPs are written in language appropriate to the child	Children are fully involved and at the centre when planning for provision.	Autumn 2023	Inclusion Team Teaching Staff	All children with ISPs and EHCPs will be included and at the centre of designing a curriculum to enable them to meet their potential.
Long Term	Ensure any communications including the Class Dojo, newsletter, website, facebook and twitter allow for easy access to all parents and carers.	Monitor website/social media usage regularly. Ensure all communications are welcoming and representative of contemporary society.	Ongoing	SLT Designated teaching staff Office staff	Parents/carers feel confident in the information they have about the school and will be fully informed of school events and have access to the calendar through a variety of resources.

Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibility	Success criteria
Short term	School is aware of the access needs of all stakeholder groups. Ensure no group has difficulty accessing the physical environment.	Regularly monitor stakeholder needs	Ongoing	Premises Manager / Inclusion Team	Stakeholder needs identified and met.
		Continue regular H&S checks & ensure all aspects of the physical environment are compliant with relevant legislation including DDA. Some specific concerns are maintained when finances allow; tarmacking of staff car park and EYFS quad area	Ongoing	SLT/Premises Manager	Checks undertaken and recorded

Issue Date: September 2022

Review Date: September 2025

Status: STATUTORY DOCUMENT.

To be reviewed: every three years

To be published on the school website