



Accessibility Plan

Executive Principal:	Erica Holt
Chair of Governors:	Mike Lovett
Date:	January 2024
Date of next review:	January 2027

1. Action plan

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

1. Increase access to the curriculum for pupils with a SEN and disability

Aims/ Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
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<p>To access independent learning</p>	<p>To improve the whole class provision, which include adaptations to the pitch delivery and structure of lessons as well as providing the correct support and scaffolds.</p> <ul style="list-style-type: none"> • CPD to develop staff understanding of high-quality whole class provision • Each class teacher to identify pupils requiring adaptations to lessons, clearly highlighted on lesson plans • Class teacher/support staff create appropriate adaptations and resources to support independent learning • Implementation of effective whole class provision by class teachers 	<p>SENDCO and class teachers</p> <p>Professional Development meeting Review of pupil ISPs Learning Walk Intervention monitoring.</p>		<p>Adaptations and resources made for specific pupils</p> <p>Pupils can confidently talk about and use resources that support their learning</p> <p>Improved pupil engagement and knowledge of learning targets evidenced in pupil voice and teaching and learning observation</p>
<p>To ensure all staff are updated with specific training on disability needs of pupils or relevant issues</p>	<ul style="list-style-type: none"> • Termly SEND staff meeting to update staff on disability information and issues • Staff to access to specific disability training as needs are identified (e.g. catheterisation, treatment of diabetes through insulin). 	<p>SENDCO</p> <p>Teaching/support staff</p>		<p>Staff skills and training audit completed annually</p> <p>Annual professional development plan completed</p>

	<ul style="list-style-type: none"> • TAs to have relevant access to training on disability information and issues affecting children they work with. • Annual staff audit of training and professional development needs. • Implementation of an Individual Healthcare Plan for children with medical conditions and/or disabilities. 			<p>Staff confident in working with pupils with specific disabilities</p> <p>Pupils with disability able to access the school curriculum</p>
School Attendance	<p>A joined up approach for monitoring attendance.</p> <ul style="list-style-type: none"> • Attendance tracked half termly and discussed with Education Inclusion Partnership Team. • SENDCo attends EHA meetings for children identified with a medical condition and/or disability. 	<p>EIPT</p> <p>Family support worker</p>		
Attendance at extra-curricular clubs and activities by pupils with disability is proportionate to school demographics	<ul style="list-style-type: none"> • Discuss with staff who run out of school clubs, and people running other clubs after school. • Identify what support would need to be available for pupils with disability to access club/activities • Profile of activities to be raised by regular signposting in newsletter 	<p>SENDCO – monthly</p> <p>School office</p> <p>SENDCO termly review club registers</p>	Monthly newsletter	% attendance of pupils is broadly in line with school % attendance

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2. To ensure all pupils and stakeholders can access school events appropriate to their protected characteristics needs.

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
To ensure all stakeholders are able to access school events appropriate to their protected characteristics needs	<ul style="list-style-type: none"> To review school event risk assessments proforma to include identified protected characteristics. 	Principal EVC Leader Teachers	Ongoing	All school stakeholders are able to access events with appropriate accommodations.

	<ul style="list-style-type: none"> School staff and other stakeholders to review school events in line with identified protected characteristics. Appropriate identified adaptations to be accommodated. 	PTFA		
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3. Improve the delivery of information to pupils and other stakeholders in line with identified protected characteristics.

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
Developing the use of a range of communication methods to ensure information is accessible. This includes internal signage, large print resources, pictorial or symbolic	<ul style="list-style-type: none"> Monitoring of signage around school to ensure access for all including use of varied languages where necessary. 	Principal SENDCo Teachers Office	Termly and as required	All pupils (and other stake holders) can understand information that is provided without support.

representations and other languages.	<ul style="list-style-type: none"> Pictorial representations to support text as often as is possible. 			
Improve availability of written material in alternative forms.	<ul style="list-style-type: none"> Academy further develops awareness of local and county services for converting written information into alternative formats. 	Principal SENDCo Office	Ongoing. As required	Academy able to deliver information to all pupils and parents with disabilities.
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested	<ul style="list-style-type: none"> Review all current school publications and promote the availability in different formats when specifically requested 	Office/ Principal/SENCO	Ongoing	School information matched to parents and the local community meeting needs