

Accessibility Plan 2023-2026

1.To increase the extent to which disabled pupils can participate in the curriculum					
Aims	Success criteria	Objectives <i>Short, medium and long term</i>	Actions to be taken	Completion dates	People responsible
To ensure our curriculum is accessible to all pupils	All pupils can access the curriculum to the best of their ability, with support if required	To provide a differentiated curriculum to meet the needs of all pupils <i>(ST)</i>	Audit current curriculum to ensure it is accessible to all	End of each Summer Term	SLT SENCO Subject leaders
		To provide differentiated resources to allow all pupils to access the curriculum <i>(ST)</i>	-Audit resources used across all subject areas -Assess needs of pupils and resource appropriately, taking advice from relevant professionals where necessary -Monitor resourcing once put in place - SEN Support Plans	Termly Termly Termly	SLT SENCO Class teachers TAs
		To set targets for all pupils, including those with additional needs <i>(ST)</i>	Curriculum targets to be set termly for all children	Termly	Class teachers SLT SENCO
		To monitor and track the progress of all pupils, including those with additional needs <i>(ST)</i>	-Progress is monitored against curriculum targets -Progress is reviewed and tracked -Monitor SEN Support Plans	Termly Termly Termly	SLT SENCO Class teachers
		To review the curriculum regularly to ensure it meets the needs of all pupils <i>(MT)</i>	Amend the curriculum as needed following the review	End of each Summer Term	SLT Subject leaders
		Evaluation			

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2.To improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Aims	Success criteria	Objectives <i>Short, medium and long term</i>	Actions to be taken	Completion dates	People responsible
To improve access to the physical environment	The physical environment is accessible to all children	To improve the physical environment to be accessible to disabled pupils- both indoor and outdoor <i>(LT)</i>	Audit current environment with regard to the pupils currently in school, to ensure it is accessible to all	End of each Summer Term	SLT/SENCO S I Governor Caretaker
		To maintain current provision of adaptations to the physical environment <i>(ST)</i>	SLT/Caretaker maintains disabled parking bay, disabled toilet, corridors kept clear, signage is clearly visible	Daily caretaker check Maintenance as needed	SLT/SENCO Caretaker
		To make adaptations, where necessary, to allow accessibility to disabled pupils <i>(LT)</i>	-The environment is adapted to meet the needs of pupils as required -To seek advice from relevant professionals	When needed	SLT/SENCO S I Governor Caretaker
		To ensure the playground, playing field and equipment are accessible to pupils with a disability <i>(MT)</i>	-Review the accessibility of the playground, playing field and equipment for pupils with a disability -Consider how to improve accessibility	Termly End of each Summer term	SLT SENCO S I Governor Caretaker
		To consider the needs of pupils with disabilities when planning any development of the school building or grounds <i>(LT)</i>	-To seek advice from relevant professionals	When needed	SLT SENCO S I Governor Caretaker
Evaluation					

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3.To improve the availability of accessible information to disabled pupils					
Aims	Success criteria	Objectives <i>Short, medium and long term</i>	Actions to be taken	Completion dates	People responsible
To improve the accessibility of information to disabled pupils	All pupils can access information	To ensure we use a range of methods to make information accessible to all <i>(ST)</i>	<ul style="list-style-type: none"> -Audit current provision to ensure it is accessible to all -Amend where necessary -Consider large print, fonts, accessible colours, use of symbols or pictures, different languages -Seek advice from relevant professionals 	End of Summer Term	SLT SENCO S I Governor
		To maintain a range of methods to make information accessible to all <i>(ST)</i>	<ul style="list-style-type: none"> -Audit ongoing provision -Monitor SEN Support Plans -Discussion with pupils and parents regarding accessibility 	Termly	SLT SENCO Class teachers TAs
		To ensure classroom resources, reading books, text books etc are accessible to pupils <i>(ST)</i>	<ul style="list-style-type: none"> -SENCO and class teachers to consider requirements and resource to meet needs -Seek advice from relevant professionals 	Termly	Class teachers SENCO
		To ensure we use a range of methods to make information accessible to parents and carers <i>(ST)</i>	<ul style="list-style-type: none"> -Consider large print, fonts, accessible colours, use of symbols or pictures, different languages -Seek advice from relevant professionals 	Termly	SLT SENCO Office staff
Evaluation					