

3. Action plan

This action plan sets out what we believe is current good practice and what the aims of our accessibility plan are in accordance with the Equality Act 2010.

Current good practice (Increase access to the curriculum for pupils with a disability)

- Our school offers an adapted curriculum for all pupils, according to their level of need.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is regularly reviewed to ensure it meets the needs of all pupils.
- Staff training is offered to all staff to build awareness of different needs and disabilities.
- Staff work effectively with outside agencies to ensure that an appropriate level of expertise is accessed to help teachers plan for children with additional needs.
- All staff endeavour to work effectively with parents so that everyone understands the additional needs of pupils.
- Vulnerable learner walks are carried out regularly to ensure that good practice is upheld at all times for children with additional needs.
- The school's anti-bullying policy and overall ethos supports tolerance, respect and kindness for all pupils and shapes the learning environment of the school.
- Early identification of additional needs and support tailored to those needs across the school.
- Attendance for children with additional needs and other vulnerable learners is closely monitored to minimise impact on achievement.
- Curriculum resources include examples of people with disabilities.

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria

Increase access to the curriculum for pupils with a disability	- To continue to close the achievement gaps for vulnerable learners through targeted planning and intervention - To broaden the range of assessment tools to further inform early identification of additional needs.	- Termly provision maps and termly pupil progress meetings will continue to focus on pupils with additional needs and how teachers and TA's can plan effectively for those pupils. - Continued targeted, effective use of assessments (both internal & external) to identify and inform planning for children with additional needs.	SLT/SENCo SENCo	Termly Ongoing	Provision maps and Pupil Progress meeting minutes show clear progress for pupils with additional needs. Children with additional needs are identified quickly and the gap between them and their peers is narrowed within 1-2 years.
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	Classrooms are organised to promote the participation and independence of all pupils.	Use of EP for the most vulnerable learners	SENCo/ AQUILA	Ongoing	Full cognitive assessments are carried out for those pupils with the highest level of need and reports are used to inform planning for learners.
		Use of Mainstream Core Standards to inform non-negotiables in classrooms and ways in which teachers can alter their practice to support children with additional needs.	SENCo/SLT	Ongoing	Classrooms will reach a uniformity in resources available for pupils with additional needs. Planning will show an awareness of differing needs in each class and work will be adapted to ensure improved achievement and independence for all pupils.
	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SEMH, SPLD, DCD, ASD.	SENCo to deliver training to TA's and teaching staff where possible (including new staff as appropriate) and organise external training if not possible in-house.	SENCo, STLS and other outside agencies where needed	Ongoing	Staff will have access to training related to the additional needs of children in their class.

Current good practice (Improve and maintain access to the physical environment):

- The school is, for the most part, a single story building.
- Corridors are of an acceptable width and are mostly free of clutter.
- There is a disabled toilet.
- There is a range of access points that are accessible for people with mobility difficulties or those who use a wheelchair.
- There are disabled parking bays at the closest point of access to the school.
- There are some ramps and many external doors and fire exits are accessible for wheelchair users.
- The ICT suite is designed to be adaptable for pupils and staff with mobility difficulties.
- Classroom and library shelves are at a wheelchair accessible height.

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	• To review and adapt as needed all access points to the school.	Ensure that access onto playgrounds and from one playground to the other is easily accessible for wheelchairs.	Headteacher	December 2027	

	To ensure that fire/smoke/intruder sensors are appropriate for all pupils and staff, including those with hearing impairment.	ST: Review of fire alarms throughout the school. LT: Possible replacement of all fire alarms.	Headteacher	December 2027	
	To ensure that KS1 have easy access to a disabled toilet.	LT: Disabled toilet and care suite to be installed in KS1 area.	HT/Premises Officer	December 2027	
	To ensure that all pupils and staff who are wheelchair users or have mobility difficulties are able to	Personalised accessibility and evacuation plans to be written as needed for		As necessary.	

	evacuate the school quickly and safely in an emergency.	pupils/staff with mobility difficulties.			
Current good practice (Improve the delivery of information to pupils and parents with a disability or EAL): - Widget symbols and visual supports used widely across the school. - Large print resources available as needed. - Braille resources will be made available as needed. - Use of interpreters or readers for parents and children who have EAL or literacy difficulties.					
Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils and parents with a disability or EAL	To enable all children and adults to navigate their way around the school effectively.	To ensure the wider use of Widget symbols beyond classrooms in the school environment. Improve internal signage to show directions to different parts of the building.	SENCo SENCo	Ongoing Ongoing	Children and adults able to find their way accurately to different parts of the building.

	To ensure any children entering the school with a hearing impairment is able to access the curriculum effectively.	LT: Induction loops to be installed throughout the school should this become necessary and deemed a "reasonable adjustment".	HT/SENCo	As necessary	
	To ensure that all parents have access to school information and are able to support their child effectively.	PSA to continue to engage with families routinely (especially those new to the school) to establish those families with EAL or literacy difficulties.	PSA in partnership with class teachers.	Ongoing	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the head teacher and the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality policy
- SEND information report
- Supporting pupils with medical conditions policy

