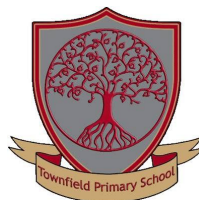


Accessibility Plan 2026-2029



Planning duty 1:Curriculum

Schools must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents. A grid, like the one below, should be completed for the curriculum, physical environment and information provision.

Priority	Action	Lead	Timescale	Success Criteria
Effective communication & engagement with parents	Daily communication at the school gate (pastoral lead and Leadership team) Arbor App for instant messaging Termly parents' meeting EHCP/SEN meeting School Health meetings Regular workshops	SLT	In place On going	Parents involved in children's learning Fully informed of children's progress
Training for staff to increase access to the curriculum for all pupils	Epipen training Insulin administration training Intimate care policy in place CPD – ACEs, SALT, deescalation, SEND support. Outreach support e.g. SENATT, Orretts Meadow, Play Therapist, SALT. Access to Behaviour Intervention Team	SLT School	In place Ongoing training with health and other education professionals	Medical needs do not hinder access to the curriculum CPD enables focussed support of those children with additional needs
Effective use of resources	Effective deployment of support staff	SLT SENCO	In place	Access to effective

to increase access to the curriculum for all pupils	ICT resources to support learning provided appropriately e.g. laptops, specific apps, Century, Showbie, Wayground etc.	IT tech.	On going	support enables all children to make good progress Reduced barriers to learning
Adaptations to the curriculum to meet the needs of all learners	Timetable changes to access SALT, Orretts Meadow, SENATT, Play Therapy and other alternative appointments. SALT programmes built in to weekly timetables. SATs arrangements used fully to enable pupils full access to end of key stage assessments	SENCO	In place On going	Full access to the curriculum while participating fully in medical/physical programmes to aid accessibility
Appropriate use of specialised equipment to benefit individual pupils and staff	Access to ICT equipment (iPads, laptops, headphones) for pupils struggling with recording or focussed listening. Sloped personal work stations Barrier workstations Coloured overlays to aid reading Pencil grips, triangular pencils and pens Wedge/wobble cushions for children struggling to sit on their chair Rocking chairs Therapeutic Classrooms Sensory Room	SENCO	In place or acquired when necessary	Full access to the curriculum
Enrichment activities and extracurricular clubs are planned to ensure all pupils are able to participate	Risk assessments undertaken – choices for enrichment activities will allow all children to take part External providers will make the same considerations as school	All staff	In place Equipment necessary for clubs purchased when needed	Extra-curricular clubs can be accessed by any children. Enrichment is not limited.

Planning duty 2:Physical environment

Schools should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents

Priority	Action	Lead	Timescale	Success Criteria
Ensure the building is fully accessible to all users	Two dedicated disabled parking bays provided in school's secure car park All external doors have a flat entry or a ramp for wheelchair access. Door openings are of a width that wheelchairs could use	Site manger	In place	All pupils and visitors can access the school building without any barriers
Accessible toilets are available	Accessible toilet available	Site manger	In place	All pupils and visitors have access to a toilet in the school building
Consideration given to those with visual impairment	Signage is clear and bright Steps are edged in contrast colour if needed. SENDCO works with visual support team to ensure adaptation for visually impaired children are appropriate.	Site manger SENCO	In place On going	Increased safety for visually impaired Issues addressed in a timely manner
Consideration given to those with hearing impairment	Install an audio hearing loop across the building Install signage so all pupils and visitors know how to link to the system Fire alarm flashes.	Site manager SENCO	On going	Audio induction loop to be installed with signage

Improve access route signage	Signage in car park indicates disabled spaces Signage to disabled toilets	Site manger	In place	All visitors will access the building and move around the school safely and without issue.
Maintain safe access around the exterior of the school	Pathways to be kept clear – vegetation, ice, snow Gates closed or locked so that they are not a risk	Site manger	In place	Easy access for all around the outside of the building

Planning duty 3: Information

Schools should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

Priority	Action	Lead	Timescale	Success Criteria
Review information to parents, carers and visitors to ensure it is accessible.	Use clear, simple language, avoiding jargon and nonstandard English Offer translated copies if required Documents sent out using the school app to be in most common languages used in the school. Translations to be sent if needed. Translators used for parents evening and SEND appointments.	HT Admin	In place On going	All parents, pupils and visitors are able to access any written information with ease.
Improve the delivery of written information.	Variety of formats – large print etc.	HT Admin	In place On going	Parents, pupils and visitors will access written information in their preferred format
Ensure all staff are aware	Use dyslexia friendly formats as approved	SENCO	In place	Appropriate choices

of guidance on accessible formats.	by the British Dyslexia Association		On going	made for pupils and visitors to ensure they can access written information.
Ensure the large proportion of EAL families have access to written information.	Use Google translate on iPads for pupils with no or little English. All letters sent home are translated into a range of languages. Demonstrate how to translate messages sent via school app into any language. Translators used for parents evening and SEND appointments.	All	In place On going	Parents, pupils and visitors will access written information in their preferred format