



Accessibility Plan

Name of Governing Body Representative: Kristofer McGhee

Signed by (GBR):

A handwritten signature in black ink, appearing to read 'K. McGhee', is written over a white rectangular background.

Date: 01/09/2025

Next review due by: September 2026

Accessibility plan September 2025

| Access to the size and layout of the school | Targets | Strategies | Outcome | Persons responsible | Time Frame |
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| Short Term | For pupils who cannot access written materials, provide written material in modified and/or alternative formats. | Use PECS symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms such as toilet facilities and emergency exits. These PECS will be consistent throughout the school and positioned to inform those with visual impairment and wheelchair users. | Alternative formats provided to ensure the delivery of information to all SEND pupils improves. | SENDCo TA | Term 1 2025/2026 |
| | To ensure pupils can access and move around classrooms without experiencing barriers. | Ensure doorways and corridors are tidy and free from obstruction. Classroom monitors appointed in each class to check hallways and corridors for bags, coats etc. Members of SLT to do regularly learning walks to ensure all corridors and doorways are free from obstruction. | Physical accessibility around the school increased. | SENDCo SLT School Business Manager (SBM) Class Teachers (CT) Cleaners Care Taker Pupils | Term 1 2025/2026 and Ongoing |
| | To provide Emergency and evacuation systems that will inform ALL pupils. | Visual emergency exits in each classroom and corridors. . | Emergency signals and procedure accessible for all SEND children as well as pupils with Anxiety. | SENDCo SLT | Term 1 2025/2026 |
| Medium Term | To ensure pupils can access academic areas without experiencing barriers. | To ensure ramps and hand rails are provided to support access into academic areas on the ground floor. To ensure that the ground floor of | Physical accessibility around the inside and outside areas of the | SLT SBM | Term 3 2026 |

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| | Ramps in the nursery | the school can be accessed through a ramp into the nursery. | school increased. | | |
| | To prevent the exclusion of children with sensory needs. | Consider room/ corridor acoustics (walking not talking), presentation of displays and noisy equipment- using Hessian on boards in corridors to absorb and minimise sound as well as to neutral backing on display boards to reduce over stimulation ensuring that display work is ordered and symmetrical. | Sensory accessibility around the school increased with pupils with these needs. | SENDCo SLT SBM | Term 2 2025/2026 |
| | To ensure that furniture and equipment is adjusted to fit pupil's size and stature. | Providing appropriate-sized chairs for pupils regardless of age group. | Physical accessibility in the classrooms increased. | SBM OT Care Taker SENDCo | Term 2 2025/2026 Ongoing |
| Long Term | To ensure that school plans take account of the duty to make 'reasonable adjustments' | Current plans would be to accommodate for children with physical disabilities by being flexible with the layout of classrooms and placing them on the ground floor when necessary. | Physical accessibility in the school building increased. | SBM SENDCo SLT | Term 3 2025/2026 |

| Access to Teaching and Learning | Targets | Strategies | Outcome | Persons responsible | Time Frame |
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| Short Term | To make the best use of Teaching assistants, learning support assistants and higher-level teaching assistants. | Ensure that TAs are deployed effectively to support high need pupils to demonstrate positive impact upon progress in class and during interventions. | SEND children are making progress as a result of their tailored support. | SENDCo SLT CT | Term 1 2025/2026 |
| | To respond to and support pupil diversity. | Celebrating cultural events across the school, participating in the teaching and learning of PSHE and SCMSC. Ensuring that all pupils feel valued and welcome and a sense of belonging at school. | All pupils feeling welcomed and valued. | SENDCo SLT CT | Term 1 2025 Ongoing |
| | To provide alternative ways to give access and experience for pupils who cannot engage in particular activities. E.g. some form of exercise in PE. | Ensure that alternative provision is made available such as lunch time club for pupils to practise play skills but struggle on the playground. Ensuring that pupils with ASD receive provision that support their sensory needs with allocated time in the sensory room. To ensure that the sensory room is a relevant and stimulating environment. | Pupil access to a board range of experiences increased. | SENDCo SLT CT TA | Term 1 2025 Ongoing |
| | To ensure that there are high expectation | Monitoring progress of pupils with SEND from starting point to age related | Children make excellent progress as | SENDCo SLT CT | Term 1 2025 Ongoing |

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| | s of all pupils. | expectations. Provision to support their learning needs. | a result of their high expectations | | |
| Medium Term | To ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils | Weekly support staff training on SEND. As part of Termly appraisal TAs will be attending training relevant to their area of aspiration and personal/professional development. | Increased access and inclusion of SEND pupils in the curriculum and as part of classroom activities. | SENDCo SBM SLT CT | Term 1 2025 Ongoing |
| | To provide access to computer technology appropriate for pupils with SEND | Training for support staff on using programmes such as 'PECS' to support pupils with specific SEND needs. To invest in more technology to ensure that pupils have access to record in different ways. Opportunities for pupils to access voice record learning tasks on the iPad. | Increased access and inclusion of SEND pupils in the curriculum and as part of classroom activities. | SENDCo SBM SLT CT Computing Lead | Term 2 2025 |
| Long Term | To ensure that school trips are made accessible to all pupils | Working with parents to ensure that pupils who do not have an awareness of danger and are at high risk in the community are accompanied by them. Arranging additional provision to minimise risk in the community such as additional transportation to get them there safely. Future specific SEND trips for children using mini bus/ taxi and necessary adult support (2:1 if needed) to ensure they are | All pupils with SEND are safely accessing experiences in the wider community with their peers. | SENDCo SBM SLT CT | Term 2 2025 onwards |

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| | | experiencing and accessing trips. | | | |
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