

Objective	Action			Timescale	Monitoring
	How	Who	Resources		
Section 1: Educational Provision					
To be aware of the access needs of any child with a disability	Annual reminder to parents/carers via school newsletter to inform school if their child has any problems with accessing learning in school Liaise with external agencies where appropriate.	SENDCo Office Staff	Time for office staff to update MIS	Termly	SLT
To ensure that curriculum planning takes into account all pupil needs and ensures access to learning resulting in high pupil outcomes	Any adjustments to curriculum planning to be included as part of termly planning. Monitoring of curriculum planning & pupil books	Curriculum Leader	Monitoring release time	Termly	SLT
Ensure that all pupils are able to access instructions/information during all aspects of school life.	Planning and design of classrooms with these children in mind. Inclusive environments so children can access learning in a variety of ways including visuals to reinforce learning	SENDCo Class Teachers 1:1 support staff	Resources to be produced Ipads, laptops, visual timetables, typing programmes, voice recorders, overlays and those received by the SENDCo and the external agencies.	On going	SENDCo Headteacher
To ensure all educational visits, activities and residential trips are accessible to all pupils	Ensure risk assessments include reasonable adjustments. Ensure staffing is available to provide appropriate levels of support Use PP funding	Class teachers Group leader EVC	Appropriate training as required to ensure staff are confident in planning accessible activities.	ongoing	Headteacher Governing Body
To ensure all staff receive relevant and timely training on a range of effective	To continue to develop staff expertise in specific areas of SEND. Focus 25/26	SENDCo	Training costs and resources	Ongoing – needs identified via annual CPD	Headteacher SLT Learning Walks

strategies to support pupils with SEND	<ul style="list-style-type: none"> • Autism • EBSA • Trauma informed practice • ADHD 			calendar and appraisal process.	CCP Pupil progress meetings Staff Voice Pupil Voice
Audit the representation of people with disabilities in books, the environment & teaching materials	Ensure range of diversity books being used with a focus on those with a range of disabilities.	Reading lead	Release time	Ongoing – monitor new books when purchased	SLT via subject leader reports
Section 2: Physical Environment					
To be aware of the access needs of any disabled child, staff, governor, parent or carer	<p>Annual reminder to parents/carers via school newsletter to inform school if they or their child have any problems with accessing areas of the school site</p> <p>Liaison with Diocese or PSG for changes to physical environment when needed.</p>	Headteacher Office staff		On-going monitoring	Headteacher
To ensure all pupils and adults with a disability can be safely evacuated in an emergency	<p>Ensure PEEPs are in place for all disabled pupils.</p> <p>Ensure staff are aware of their responsibilities in evacuation. Ensure all fire exits are kept clear and that exit routes are clearly signposted and accessible.</p> <p>Ensure parents & visitors are made aware of relevant exits & plans when on site, including location of ramps where appropriate.</p>	SENDCo to create PEEPS with class teachers for named individual pupils as needs arise. Emergency Evacuation Plan to be reviewed termly & displayed in all classrooms and corridors. Adults to be informed of emergency exits and procedures before school events begin.	Time to create PEEPs	Ongoing – created when new pupil requires a PEEP.	Headteacher SBM & Site staff SENDCo

To ensure all areas of school are accessible to disabled pupils	Any adjustments to areas made as required e.g., ramps, widening of paths etc Raise awareness of mobility issues in classrooms – position of furniture etc Ensure visitors signposted to the accessible toilet	SBM Site staff Headteacher SENDCo	Cost of any alterations	Ongoing as needs arise	SBM Premises Committee of GB
To create a sensory area within the school to support pupils with sensory needs	Allocate a space within school grounds & purchase appropriate equipment	SBM Headteacher Friends	Sensory equipment & resources, planting, shed	Summer 27	Headteacher SBM
Section 3: Provision of Information					
To review information provided to parents and ensure it is accessible	Provide information and letters in clear print and simple English. School office to support parents to access information and complete forms. Ensure all key information is accessible via the school website. Produce information in home languages/large print is required. Review layout of the school website	Headteacher IT staff Office staff	Time to translate documents	ongoing	Headteacher Parents/carers via Parent Questionnaire
To ensure that SEND information is relayed to parents regularly so parents are well informed about children's needs.	SMART targets. Measurable next steps and outcomes and impact discussed. External reports explained. Offer opportunity for parents to bring support to the meeting with them.	SENDCo Class teachers		ongoing	Headteacher Parents/carers via Parent questionnaire Pupil Voice

The Accessibility Plan will be published on the school website and will be monitored with staff, parents, governors and pupils via Governing Body Committees and Stakeholder Questionnaires. It should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Health and Safety Policy
- SEND Policy
- School Improvement Plan

The Governors will review the policy as determined by the review programme agreed and detailed in the policy review cycle.