

# Accessibility Plan

This Accessibility Plan sets out how, over the specified period, we will:

- 1) Improve the extent to which disabled pupils are able to participate in the school curriculum
- 2) Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- 3) Improve the availability of accessible information to disabled pupils (This must be delivered within a reasonable time and in ways that are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents).

| Short / Medium / Long | Targets                                                                                                                      | Strategies                                                                                                                                                                                                                                                                                                                                                                                                   | Outcome                                                                                                                                                                                                                                                                                       | Time frame                                                                     | Goals achieved                                                                                                                                     |
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| Short Term            | <i>Ensure parents/carers with visual disability have equal opportunity to access information from school (documentation)</i> | <ul style="list-style-type: none"> <li>Highlight on all school documentation that goes to parents that it is available in larger print on request</li> <li>Other potential accessible formats may include the use of symbols (Widgit), via telephone, easy read, Braille (this format would take longer to reproduce as the LA Visual Impairment (VI) team would be doing this for us) or Makaton</li> </ul> | <ul style="list-style-type: none"> <li>Format of documentation will be altered appropriately as and when necessary</li> <li>In general, our documentation sent out is written in plain language, as concise as possible and designed to be as legible as possible (and consistent)</li> </ul> | On-going when parent request is made                                           | <ul style="list-style-type: none"> <li>The school reacts to the needs of both adults and children so that the curriculum is accessible</li> </ul>  |
| Short Term            | <i>Ensure the curriculum can be accessed by all children</i>                                                                 | <ul style="list-style-type: none"> <li>Check timetables and resources are not a barrier to any individual or group's access to the curriculum</li> </ul>                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Adapted resources for children including symbols etc.</li> <li>For pupil needs accessibility is currently; larger text, Braille, Makaton, Symbol (Widgit)</li> </ul>                                                                                   | On-going consideration to timetabling and resourcing from all members of staff | <ul style="list-style-type: none"> <li>The school reacts to the needs of both adults and children so that the curriculum is accessible.</li> </ul> |
| Short Term            | <i>To ensure the environment is conducive to the safety of children with a vision impairment</i>                             | <ul style="list-style-type: none"> <li>Re-new our Environment audit for VI pupils</li> </ul>                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Environment is fit for purpose and safe for our pupils with VI</li> </ul>                                                                                                                                                                              | Autumn term 2025                                                               | <ul style="list-style-type: none"> <li>Safe environment for VI pupils</li> </ul>                                                                   |

## ACCESSIBILITY PLAN 2025-29

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| <b>Short Term</b>                                                  | <i>Ensure website complies with new accessibility regulations</i>                                                                                  | <ul style="list-style-type: none"> <li>School to check with Primary Site that our site meets standards</li> <li>School to be aware of not uploading documents or files which are not accessibly compatible e.g. a PDF with a white background and light-yellow text etc.</li> </ul> | <ul style="list-style-type: none"> <li>Consideration given when anything is uploaded to our website, keeping in mind accessibility and potential viewers of the site</li> </ul> | On-going consideration and monitoring                          | <ul style="list-style-type: none"> <li>Our website build is accessible and meets the requirements</li> </ul>                                                                   |
| <b>Medium Term</b><br><i>(on-going for new staff &amp; pupils)</i> | <i>Training for teachers and support staff about supporting and understanding needs of children with Hearing Impairments or Visual Impairments</i> | <ul style="list-style-type: none"> <li>Seek advice (on-going) from HI / VI teams re. courses and latest developments in resources e.g. hearing aids, sound field systems, touch typing skills</li> <li>Identified staff to attend course run by VI/HI teams</li> </ul>              | <ul style="list-style-type: none"> <li>Relevant teachers / TAs trained and dissemination of information to wider school staff</li> </ul>                                        | On-going on a yearly basis as the children move through school | <ul style="list-style-type: none"> <li>Increased access to the national curriculum for children with HI/VI</li> <li>Better understanding of needs of HI/VI children</li> </ul> |
| <b>Medium Term</b>                                                 | <i>To ensure the school develops children's awareness of disability</i>                                                                            | <ul style="list-style-type: none"> <li>Ensure there are some learning resources (books etc.) that show positive examples of people with disabilities e.g. Olympians, successful business people, authors, film/tv stars etc.</li> </ul>                                             | <ul style="list-style-type: none"> <li>Availability of resources will develop and make the children more aware of disability</li> </ul>                                         | On-going resourcing and purchasing of appropriate resources    | <ul style="list-style-type: none"> <li>Awareness of disabilities through resources and books which are available for all pupils</li> </ul>                                     |
| <b>Long Term</b>                                                   | <i>Modification of rooms / communal areas to be more acoustically friendly for all but particularly for children with Hearing Impairments</i>      | <ul style="list-style-type: none"> <li>Seek advice through HI team to include acoustic report of additional priority rooms</li> </ul>                                                                                                                                               | <ul style="list-style-type: none"> <li>Rooms are made more acoustically friendly for children and staff</li> </ul>                                                              | On-going as needs arise and rooms change or need increases     | <ul style="list-style-type: none"> <li>Improved acoustic environment for all</li> <li>Improved access to the curriculum due to this</li> </ul>                                 |

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| <b>Long Term</b>           | <i>Ensure as much of the school as possible has level access</i>                                                                                    | <ul style="list-style-type: none"> <li>Liaise with LA re. access (Landlord responsibility) particularly when specific individual needs emerge</li> </ul>                                                 | <ul style="list-style-type: none"> <li>Access across the whole school for wheelchair users</li> </ul>                                                                                                                                                   | As new pupils who need a wheelchair put their names down for a place, re-visit the central school access point | <ul style="list-style-type: none"> <li>Pupils who have temporary need of wheelchairs are able to access the whole school</li> </ul>                                             |
| <b>Long Term (Ongoing)</b> | <i>Further develop inclusive practice across the curriculum through differentiation of work, use of whole school data system and phase meetings</i> | <ul style="list-style-type: none"> <li>SENCo and SLT to attend training, provide inset and monitor inclusion strategies across whole school</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Staff providing differentiated work to match individual needs</li> <li>To develop whole school understanding of inclusion issues for all groups of children in school – EAL, G&amp;T, SEND and others</li> </ul> | Include in whole school pupil progress meetings                                                                | <ul style="list-style-type: none"> <li>Better access to national curriculum for all children</li> <li>identified groups of children have needs met more successfully</li> </ul> |
| <b>Long Term</b>           | <i>Make all areas visually safe and defined as well as physically safe</i>                                                                          | <ul style="list-style-type: none"> <li>Advice from V team</li> <li>Caretaker to re-paint when needed</li> <li>LA to support and aid in fixing handrails and banisters to meet safety criteria</li> </ul> | <ul style="list-style-type: none"> <li>Hand rails meet safety criteria</li> <li>VI pupils can access all areas of the school safely</li> </ul>                                                                                                          | Review markings as needed                                                                                      | <ul style="list-style-type: none"> <li>Improved and safer movement around school for children (particularly those pupils with visual impairments)</li> </ul>                    |