ACCESSIBILITY ACTION PLAN 2023-2024

The action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Improving Access to the Curriculum

Priority 1: Ensure that the curriculum is effectively accessed by all pupils. Plan							
Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status RAG
1.1 Annual review of curriculum to ensure that needs of students are matched by curriculum and staffing	**Headteacher Subject Leaders**	Annual review	All pupils are able to make progress from starting points.	Termly monitoring and evaluation schedule. Lesson drop ins, planning review, book scrutiny and pupil voice completed.		Subject leader release time to complete monitoring.	
1.2 Multi Agency assessments actioned for all students at risk	**SENDCo**	Ongoing as needed	Students at risk are identified and external	Pastoral Team meetings		SENDCo and DSL release time for completion of	

	Designated Safeguarding Lead (DSL) Pastoral Team		advice is sought and actioned- EHA's, Early Help Team, EIPT,MASH referrals. EPS , SSS Occupational Therapy , Community Paediatrician , Speech and Language	SEND review meetings help with class teachers and SLT		referrals, meetings with parents and meetings with external agencies. Staff training to meet specific needs of training .	
1.3 External agency support is identified and delivered for all students in need	**SENDCO DSL Pastoral Team**	Ongoing as needed	Students at risk are identified and external advice is sought and actioned- EHA's, Early Help Team, EIPT, MASH. EPS , Occupational Therapy , Community Paediatrician , Speech and	Pastoral Team meetings SEND review meetings help with class teachers and SLT		SENDCo and DSL release time for completion of referrals, meetings with parents and meetings with external agencies. Staff training to meet specific needs of training .	
			Language, CaMhs				

Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status
1.4 Curriculum progress is tracked for all pupils, including those with a disability.	**Subject Leaders Class teachers SENDCO**	Assessment of new intake of students	Iasend used to show points of progress.	Monitoring by Sendco, SEND governor and curriculum leads via observation, IEP reviews, EHCP meetings and reviews.		Release time for monitoring and evaluation	
1.5 Targets are set effectively and are appropriate for pupils with additional needs.	**Headteacher 1:1 Support SENDCo Class Teacher**	Half termly – IEP Twice yearly EHCP review Parents evenings Provision Map	Children to make progress.	SENDCO Class teacher		Release time for monitoring and evaluation	
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status**
1.6 We use resources tailored to the needs of pupils who require support	**HeadTeacher Sendco**	On going assessment window	All children are able to access their learning environment	SENDCO		Staff training on how to support students effectively – Speech and language training Resources to support access ie, ipads,	

						communication boards	

2. Improving Access to the Physical Environment

Priority 2: To improve outcomes for students and staff by improving access to the physical environment							
Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status

2.1 To ensure all students/visitors access all areas of the school.	**Site Supervisor**	As necessary	All students and visitors can access the whole site safely	Monitoring weekly for works required		Resource costs to address issues	
2.2 To improve signage to standard format	**Head teacher Site supervisor**	On going	All areas are signed with signs recommended by Visually Impaired team.	On going checks half termly		Cost of signage Large print resources Widget- picture representation	

Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation		Finance, Resources & Training	Status
2.4 Ramps available at relevant points to ensure access to all parts of the site, regardless of disability	**Headteacher** **Site Supervisor**	On going	Ramps are available to ensure access to all areas of the school Alternative entry points available , alternative spaces available for meetings and teaching.	Termly to ensure all areas remain safely accessible. Adapting with the intake of pupils			Cost of repairs/ implementation	
2.3 Emergency evacuation systems to include alarms with both visual and auditory components	**Head Teacher** **Site Supervisor**	On going	All emergency evacuation systems are in place and working with children and staff aware	Lock down drills 3 annual fire drills completed		Site Supervisor time		

3. Improving Provision of Information

Priority 3: To improve provision of information to ensure that all groups have equal access to school information							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status**
3.1 To improve communications to groups with SEND	**Headteacher SENDCO DSL**	On going	All parents, children and visitors to school can access information	Monitored through questionnaires, pupil voice and		Braille, other language information,	
3.2 To ensure the school's website is clear, simple and easy to navigate	**Principal Admin Team**	On going	The website is accessible for all and compliant with statutory criteria	Termly checks and updates on the website.		Monitoring time for revision	