

Accessibility Plan 2025 - 2026

This plan is to ensure that the school environment is accessible to and for all, both physically, cognitively and emotionally. It acts as a dynamic response to the Equality Act (2010) and SEND Code of Practice (2015), ensuring equality for all individuals and groups.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum Ensure ICT and other technology is appropriate and accessible for pupils with disabilities.	▪ Review accessibility of ICT using specialist expertise ▪ Involve pupils in review of hard & software. ▪ Prioritise new software to purchase. ▪ Training ▪ Hearing impairment equipment ▪ Visual impairment equipment ▪ Trial technology for SATs Access Arrangements	Update as required	iPads/ Chromebooks Individual iPads/Chromebooks for specific pupils	SLT	SLT
Access to Curriculum Create accessible and effective learning environments for all.	▪ Reinforce responsibilities of all teachers as outlined in the SEND Code of Practice 2015 as on-going information sharing and CPD. • Circulate "Reasonable Adjustments" Classroom Checklists to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. ▪ Audit classroom environments for sensory needs ▪ Personalise trips and extra-curricular activities. ▪ Individual timetables. ▪ Risk assessments in the agreed format. ▪ Circulate Pupil Profiles and teachers to continue to update class information. ▪ Visual supports and care plans for specific pupils regarding accessing toilets where necessary	Ongoing	SENDCo SEND Supported OT/Physio EPS SALT	All staff	SENDCo through lesson observations etc with SEND Governor Leadership Team and Governors

Access to the Curriculum Create accessible and effective learning environments for all (focus SEMH)	• In line with the school's inclusive philosophy continue to assess students for SEND when behaviour communicates a need in school or at home. Liaise with families and previous schools and gather information from staff and class observations. • Use of PACE approach and Restorative Practice. • Use the Boxall Profile as a screen of emotional need with individuals as required, and those pupils receiving nurture support. • Continue to write and circulate Pupil Profiles Positive Support Plans, Pastoral Plans and ensure all relevant staff are aware and amend teaching plans appropriately. • Use teaching assistants/ designated adult to support in lessons. • Support pupils through Nurture specialist/ Early Support/ SENDCo • Refer to EP for assessment with highest needs and apply for EHC Plan where appropriate. • Use outside agencies to support the delivery of interventions for a range of SEMH need eg NHS RISE, Early Support • Detail any support sessions for individual students eg revision sessions, quiet space/ time, homework support.		Time to complete pupil profiles/ handling plans/pastoral plans SENCo to complete assessments and evaluate Boxall Profiles/ SDQ SEND Supported advice EPS Advice		
Access to wider curriculum Increase participation in school activities.	• Audit participation in extra-curricular activities and identify any barriers. • Ensure school activities are accessible to all students. • Investigate TA flexibility to cover extra-curricular activities if needed.		Identify contingency budget for TA cover for extra curricular activities if needed. Risk assessments for trips and extra curricular activities.	Governors	Leadership Team Governors
Impact Analysis Ensure all policies consider the implications of Disability Access.	Continue to evaluate the impact of Engagement, Equality, SEND, Behaviour, School Rules, Anti-Bullying, Educational Visits, Homework, and Medical policies in relation to pupils with disabilities. • Ensure the SEND Information Report is updated annually. ▪ Update website and parent information.	Annually	SLT SENDCo	Leadership Team and SENCo	Governors

Premises Increase/maintain site access to meet diverse needs of pupils, staff, parents and community users.	- Review personal evacuation plans (PEEPs) for students with SEND where necessary. - Ensure signage and signposting of evacuation procedures, internet safety, fire drill etc are regularly reviewed and updated/ improved where necessary. - Identify accessible play equipment (OPAL). - Low arousal spaces maintain/ identify.	Annually	Nurture rooms	Site Manager School Council WES Safety & Premises OPAL	SLT
Attitudes To promote positive attitudes to disability and diversity	- Review PSHE Curriculum - Review Assembly Programme to include disability awareness including hidden disabilities. - Involve local disability groups in assemblies and visits to school - Regular items for newsletter highlighting achievements of pupils with disabilities - Review Equality and Diversity statements/ policies. - SEND staff to be present at open evenings.	Annually	PSHE Co-ordinator review curriculum Assembly rota RE Co-ordinator review curriculum	PSHE Co-ordinator RE Co-ordinator	SLT and Governors
Newsletters and Information Availability of documents in alternative formats.	- Large print and audio formats etc as required. - Continue to monitor uptake of documents in alternative formats - Review accessibility of newsletter and letters for parents. - Homework information available as information sheets/ online in alternative formats as appropriate.	On-going	Continued development of website and portals Review parent bulletins/ communication.	Office Manager	SLT SENDCo