FCAT Accessibility Plan Template

Strategy 2022-2023				
	Target	Strategies	Outcome	Evaluation
Physical access "Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school" (Equality Act 2010)	To improve facilities for disabled pupils by developing a fully accessible outdoor classroom to enhance our curriculum provision.	Agree plans SEND team set up to ensure meets individual pupil targets. Audit impact	Improved facilities for disabled pupils. Increased access to learning outside the classroom opportunities. Increased EYFS style provision to meet cognition and learning needs of KS2 pupils working at a KS1/EYFS level.	Achieved fully accessible outdoor classroom time table for all pupils to use. Rainbow Room in operation.
Access to learning "Increasing the extent to which disabled pupils can participate in the school's curriculum" (Equality Act 2010)	To further embed communication commitment work through WELLCOM, Early talk, Early Talk boost and NELI and ELKLAN to raise attainment in language to have a positive impact on EYFS results. Development of ELKAN trained staff throughout the EY Team.	Actions in SIP with identified lead personnel and time scale for delivery. Monitor pupil communication levels and progress being made.	All pupils in the identified cohort demonstrate progress with their communication levels.	Achieved Monitoring confirms all pupils in the identified cohort are accessing the communication interventions and making progress.
Access to information "Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled".	To ensure a 100% of identified families engage with class dojo to access portal videos and teacher help guides.	Monitor engagement, Identify families not engaging Contact families establish reason. Provide support if required.	100% of families in the identified cohort are engaging with home school communication.	The vast majority of families are now engaging with class dojo, those who are not have agreed a written format of communication. Continue to provide support and or make adjustments to

FCAT Accessibility Plan Template

				ensure 100 % of families in the cohort are accessing information.
(Equality Act 2010)				

FCAT Accessibility Plan Template

Strategy 2023-2024				
	Target	Strategies	Outcome	Evaluation
Physical access "Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school" (Equality Act 2010)	To improve facilities for disabled pupils to play and increase activity by developing outdoor provision for EYFS pupils	Agree plans Ensure funding EYFS training through Early Excellence on how to maximise outdoor learning for all pupils including those with SEND. Audit impact	Improved facilities for disabled pupils to play and learn. Increased opportunities for activities which will meet SEND needs.	Designs and quotes have been obtained. Increased sensory input from SEND team re outdoor areas. New areas in place.
Access to learning "Increasing the extent to which disabled pupils can participate in the school's curriculum" (Equality Act 2010)	To develop an intervention offer led by TAs which helps to meet needs and gaps in learning.	Actions in SIP with identified lead personnel and time scale for delivery. SEND team to implement and provide training for TAs.	The vast majority of pupils demonstrate progress in their learning, which they can apply throughout their lives. Improvements seen in DC captures.	Achieved. However now need to refine to greater monitoring using pre and post assessments and rag rating of impact.
Access to information "Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled". (Equality Act 2010)	To support pupils to access information through the continued development of early reading.	Actions in SIP with identified lead personnel and time scale for delivery.	Pupils demonstrate progress in early reading against ambitious targets	Achieved. See data for improvements in early reading.

FCAT Accessibility Plan Template

Strategy 2025				
	Target	Strategies	Outcome	Time
Physical access "Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school" (Equality Act 2010)	To develop the environment through the use of Opal Play in order to ensure it is accessible for pupils with a disability.	Half termly opal play staff meetings. Opal play consultant working with us. Funding required.	To have an accessible outdoor play provision which all children can join in with.	January 2026
Access to learning "Increasing the extent to which disabled pupils can participate in the school's curriculum" (Equality Act 2010)	To develop Reading provision across the school to improve reading outcomes for all.	Use of PM Benchmarking to give accurate reading ages. Use of Optima to support stuck cohort children who RWI is not successful for. Use of RWI. Reading CPD half termly.	All children are making at least good progress with their reading from their starting points.	January 2026
Access to information "Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled". (Equality Act 2010)	To improve the delivery to disabled pupils of information by increasing parental engagement.	Creation of a parents'/ carers' library to develop reading for pleasure amongst our parents and the reading ability of the parents which will in turn support their children. Use of MCAS. Increased communication via class dojo. Additional parent forum	There is an increase of parental engagement for parents of pupils with a disability.	January 2026

		sessions focused on fun ways to learn the curriculum content and including their children to improve attendance. Termly parent craft sessions held in class.		