Accessibility
Targets
2026-2029

Accessibility Targets and Plan 1

Increasing access for disabled pupils to the whole school curriculum

Current good practice

- There has been continuous training of teachers and support staff in adaptive practices, raising confidence and skill in supporting pupils with a variety of complex needs and in expanding our universal offer to all pupils
- The whole school SEND provision was audited externally prior to the setting up of the SEND Unit with a positive report produced and the SEND Unit has had a quality assurance audit form the Local Authority with further positive feedback regarding our provision for SEND pupils
- We use resources and strategies tailored to the needs of pupils who require support to access the curriculum e.g. visual timetables (using widgets), writing slopes, wobble cushions, ipads, Makaton, sensory breaks & circuits, assistive technology (e.g. for visual impairment), regulation stations and areas, sensory resources, talking tins
- Curriculum progress is tracked for all pupils, including those with a disability using PIVATs and through Pupil Progress meetings with Senior Leaders. Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is regularly reviewed to make sure it meets the needs of all pupils
- All SEND pupils have access to extra-curricular activities, visits and visitors (and their participation is celebrated in assemblies and on-line)

Target	Strategies	Timescale	Responsibility	Success Criteria
Continue to ensure all staff have the skills and knowledge to meet the needs of pupils with disabilities Ensure classroom support staff have specific training on disability issues	Continue to identify and address ongoing staff training needs with regard to curriculum access and adaptive teaching (using in-house support, special school input and on-line CPD modules) Staff access appropriate CPD completion of on-line learning modules related to SEND School leaders to continue to liaise with special schools, specialist teachers, agencies, providers, Local Authority and cluster support to access all available opportunities to increase staff knowledge, skills and understanding with regard to pupils with an increasing variety and complexity of Special Education Needs.	On-going and as required	SENCO	Raised staff confidence and skill in adaptive teaching strategies and increased pupil participation, independence and progress in all aspects of the curriculum. Raised confidence of support staff in delivering high quality support and intervention for all pupils regardless of need
Ensure all staff are aware of disabled children's curriculum access	Continue to review all individual access plans for disabled pupils as required Continue to develop systems of early information sharing with all agencies involved with child to ensure full understanding is available to all staff of pupils' needs and early intervention and support is made available Ensure that all new staff are made aware of pupils' needs at induction	As required	SENCO	All staff aware of individuals needs
Continue to develop a curriculum for SEND Unit pupils that is linked to the broad & balanced curriculum of their age-related cohort	Continue to review curriculum provision for pupils in the SEND Unit ensuring access to the whole school broad and balanced curriculum whilst addressing their specific learning needs. SEND Unit pupils to access lessons and activities with their age-related mainstream cohort as appropriate in line with SEND Unit SLA and remit			SEND Unit pupils make strong progress in all aspects of the curriculum
Use ICT software to support learning	Continue to ensure that software is installed where needed to support pupils' needs (e.g. IDL, assistive technology) and consult with specialist agencies who are aware of new and developing technology as soon as they are available.	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Continue to develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness and accessibility	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on further accessible PE and disability sports Seek disabled sports people to come into school	As required	PE coordinator	All to have access to PE and be able to excel

Accessibility Targets and Plan 2
Improving access to the physical environment of the school

See the above information in contextual information
The school is a new DfE building (constructed 2022-2025 and occupied 2025) and accessibility is in line with latest requirements

Target	Strategies	Timescale	Responsibility	Success Criteria
The school continues to be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the TLP process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers Consider access needs during recruitment processes Ensure staff are aware of School Accessibility Plan and requirements for environmental access	As required Induction and on-going if required Annually Recruitment process review	SENCO Headteacher	Targeted Learning Plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Any layout of school to allow access for all pupils to all areas (including outdoor learning areas) Ensure access to all classrooms and through all entrances and corridors in the school Ensure access to second floor of the school is managed well (lift access)	Consider needs of disabled pupils, parents/carers or visitors when considering any Redesign of outdoor or indoor areas. Replace worn out Carpets/tiles to ensure walkways are flat Review and develop systems to allow easier entry for wheel chair users	As required Consider in any new development following 12 month initial period of new school building (with focus on outdoor areas)	Head/ Governors/ Site manager/ School Surveyor Headteacher / Premises manager / Property Surveyor	Re-designed outdoor areas are accessible of all where possible Disabled parents/carers/ visitors have easy access through all entrances to the school
Ensure all disabled pupils can be safely evacuated	Review Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall	On-going and as required Software may be required as required	ICT	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Egress routes visual check	On-going and as required and as appropriate Weekly	LA Premises Manager	All disabled staff, pupils and visitors able to have safe independent egress

Accessibility Targets and Plan 3

Improving the delivery of written information to disabled pupils

Current good practice

Our school uses a range of communication methods to make sure information is accessible. This includes:

- Internal & external signage
- Large print resources (e.g. for Red Rose Maths Mastery)
- Braille (if required)
- Induction loops / assistive technology such as tie mics for adults
- Pictorial or symbolic representations (e.g. widgets)
- Makaton taught to the whole school community and used in SEND and EYFS Units
- Class Dojo and School Facebook pages with posts for parents that can also be translated

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English

School office and other staff will continue to support and help parents to access information and complete school forms

Ensure website and all document accessible via the school website can be accessed by people with disability. | During induction

On-going
Current | KS1/office

School Office
Office/ Website design team

SENCo and Family Support Manager | Parents receive information in a form that they can access

All parents understand what are the headlines of the school information |
| Improve the delivery of information in writing in an appropriate format | Continue to provide suitably enlarged, clear print for pupils with a visual impairment | As required | Office | Excellent communication |
| Ensure all staff are aware of guidance on accessible formats | Guidance to staff on dyslexia and accessible information | On-going | SENCO | Staff produce their own information |
| Annual review information to be as accessible as possible

Languages other than English to be visible in school | Develop child friendly targeted learning plan formats

Some welcome signs to be multi- lingual

Continue to use translation options on information platforms and tools | On-going
July 2026 | SENCO
EAL coordinator | Staff more aware of pupils preferred method of communications

Increased confidence of parents to access their child's education |
| Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems | Access to translators, sign language interpreters to be considered and offered if possible | As required

Currently being provided for parent | SENCO | Pupils and/or parents feel supported and included |
| Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information | Ensure website is fully compliant with requirement for access by person with visual impairment.

Ensure Prospectus is available via the school website. | July 2026 | Office | All can access information about the school |