

Accessibility Plan

October 2020 To October 2023 (3years – to be reviewed annually)

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions		Evidence, Review and Next Steps Green – Evaluative comments Red – Next step action 2023
		What/How	Lead	
To improve access for children and young people with SEND.	C E I	To ensure new staff inductions include a SEND awareness section.	Headteacher	Training to take place at the start of each academic year. Completed Sept 2020, Sept 2021, Sept 2022
		To address the developing needs of the cohort and related adaptations.	Headteacher	As the cohort of children grows and the building establishes, we will react quickly and adjust the support in place to ensure all learners are safe, happy and making progress. Adjustments made include additional teaching assistants, EHCP pupils joining the school 2022. Ensure admissions pages and information is welcoming for parents and/or children with SEND.
		To develop staff awareness of adaptive teaching, scaffolds and support for learners with SEND.	SENCO	Implementation of the graduated approach to needs and staffs use of this as part of pupil progress. Wave 1 quality first teaching strategies used (mastery approach) as well intervention for specific needs. Individual Provision Maps support complex learners to access the curriculum. Staff training on Individual Provision Maps each year, these are in place for all children with specialist level needs. Continue to develop staff awareness of specific learning difficulties. Continue to develop staff use of adaptive teaching vs differentiation.
		To ensure learners with SEND are participating and represented during enrichment activities.	SENCO	Tracker for after school clubs to include SEND area of need to allow analysis. Extra staffing to be in place to support the pupils fully engaging where necessary.
To improve access for children and young people with Communication and	C E I	To identify and develop the role of ASC specialists across the school.	Headteacher	As the school expands develop key staff knowledge around Autism through enhanced CPD.
		Ensure new staff are trained on ASC friendly approaches.	SENCO	ASC friendly approaches are detailed on environment guidance and this is shared at induction then monitored. Training took place for EYFS September 2022. Plan further training and awareness raising through CPD for KS1 and 2 staff.

Interaction needs		To promote use of Makaton across the provision to support communication skills.	SENCO	Annual training has taken place with staff working with children with relevant needs. November 2020, October 2021. Continue to access training and support in this area from Saxon Hill Academy (Trust partner).
To improve access for children and young people with sensory and physical needs	E C	The SENCO will be involved in all audits of the physical environment. E.G. Safety walks, fire evacuation,	Headteacher SENCO	SENCO is involved in all relevant safety walks. SENCO to carryout accessibility audit on the site.
		Ensure that each site has an accessible parking space that is kept clear at all times.	SENCO	The site is accessible to wheel chair users. Ongoing.
		Ensure information about the school and resources are available for persons with visual or hearing difficulties.	SENCO	Enlarged resources for learners and parents upon request. An inclusive statement to be placed on the website.
To improve access for children and young people with cognition and learning needs	I C E	To develop adaptive teaching guidance for teachers.	SENCO	Progress data and pupil outcomes will indicate pupils are making progress.
		To develop leaflets for a range of SEND and share these with staff.	SENCO	Staff subject knowledge around key SEND difficulties e.g. Dyslexia, ADHD, Attachment supports adaptive teaching in the classroom.
		To develop a menu of interventions matched to learning needs.	SENCO	Intervention is used to support the acquisition and retention of knowledge.