The Accessibility Plan: July 2022- July 2023

Development Area	Targets	Strategies	Success Criteria	Responsibility
CURRICULUM ACCESS				
	To ensure all pupils have full access to the curriculum and extra-curricular activities	Classrooms and outdoor spaces are organised to facilitate access and/or meet the specific needs of individual pupils. Adaptations and/or reasonable adjustments are made to the curriculum, to ensure the needs of disabled pupils and staff are met. If hiring transport, staff will ensure accessible vehicles are used.	Attendance and punctuality records demonstrate that vulnerable pupils are equally accessing curriculum. Take up to events and extra-curricular activities are not hindered by access barriers. Performance information of vulnerable pupils does not identify any trends relating to lack of access to the curriculum.	SLT Leader of Inclusion
	To ensure all staff can effectively deliver the curriculum to all pupils	Specific or adapted materials are used, where required. For example, the use of a laptop, specific chair or enlarged materials for the visually impaired. SEN information and training provided for staff	Pupil progress and achievement is good based on their starting point. Effective strategies in place to track and support vulnerable pupils. Teaching and learning walks identify effective use of adapted materials to meet needs of pupils.	SLT Leader of Inclusion

		targeting differentiation and implementation. SLT responsible for overseeing tracking of vulnerable pupils and take up of extra-curricular activities.	Teaching assistants work directly to support individual needs, however, teachers ensure High Quality Teaching is in place so that vulnerable pupils have equal access to the teacher's guidance and support. Comprehensive training programme in place to ensure all staff are up to date and aware of potential barriers and how to overcome them. In addition, all staff are trained on specific SEN strategies.	
	To promote positive attitudes to all	Identified lead with responsibility for PSHEcontent and delivery. Regular audit of resources used by pupils. The Hogarth Values are promoted regularly throughout the school's work. Star assemblies,	Bullying or friendship issues relating to disability or equality are rare. Pupil voice indicates that pupils feel happy and supported in school.	All staff SLT monitoring cycle and review of questionnaires

		display in each class, housepoints.		
PHYSICAL ACCESS TO PREMISES				
Pupils and Staff	As far as is practical, make all areas of the school site accessible to the disabled.	The school site is accessible. This is achieved by the use of ramps, disabled parking bays, disabled toilets and library shelves at wheelchair accessible height. All doors are sufficiently wide to enable wheelchair access. Maintain white strips on glazed areas for safety of visually impaired, if a pupil at the school is VI.	Regular building checks made with a specific focus on maintaining accessibility of the site. Questionnaires identify no issues with access to the building. Accident book does not identify any accidents as a result of poor access.	Site Manager SLT
Visitors				
	Ensure disabled parents/visitors are able to access events and activities, including delivery of presentations/ training by external trainers.	Access arrangements included in all planning of events and for hiring purposes. Chaperone as a guide provided to any visitor to the school, if required.	Venue appropriateness checks made. Communication to parents reminds them of the school's commitment to accessibility with regard to any special access arrangements or requirements for statutory assessments.	Site Manager Leader of Inclusion

Fire and lockdown procedures	Ensure fire and lockdown procedures meet the needs of all individuals.	Fire risk assessments and procedures are reviewed annually to ensure any changes to individual needs are noted. Personal Emergency Evacuation Plans (PEEP) are completed for specific individual needs and generic plans for those with temporary conditions.	Fire drills indicate timely evacuation of the site. Annual practice of lockdown procedures indicate individual needs are fully met.	Site Manager SLT
COMMUNICATION				
	To ensure communication to all pupils, parents, staff and the wider community is clear and accessible.	Accessibility plan available on the school website and in hard copy from the office. Information provided electronically to allow enlarged fonts and varied colours. Parents and visitors with hearing impairments are	Evidence around the school demonstrates the use of a range of communication methods, including internal signage, large print resources, induction loops, pictorial and symbolic representations. Parent feedback post events.	SLT ADMIN staff

		emailed when communicating. Letters to new parents include queries relating to access arrangement needs. Google translate is used to support written communication.		
	To ensure all parents have equal access to stand for election.	The timeline and process for Parent governor elections are communicated clearly, using the school's range of communication strategies.	The procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the and they are able to participate fully in school life.	The Governing Body