



Accessibility Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

	Target	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To ensure no pupil is denied access to the curriculum due to their learning difficulties/ disabilities	Ensure all staff knowledge is up to date about children's needs Ensure liaison with therapists and specialist teachers in order to meet individual needs and provide an inclusive learning environment	Ongoing CPD Regular meetings to review SEND targets with parents and other professionals	SENDCO Teachers Principal	Staff know how to best support pupils. Pupils individualised needs are met.
	To ensure that staff understand inclusive practice and how this relates to personalised learning	Ensure that staff understand personalised learning approaches and know of strategies to best support pupils needs. Effective deployment of Learning Mentors / Sports Coaches to support Inclusion and provide bespoke intervention	Support Staff Inclusion Training Staff deployment – Intervention training	SENDCO/Principal	Staff know and use different Inclusive practices to meet individual pupils' needs Inclusive practice is embedded



Medium Term	To connect with parents, increasing their participation involvement in the school.	Family learning is reinforced.	Develop contact with Parents/carers through Workshops/ parent clubs	SENDCO/Principal Class teacher	Pupils attend after school clubs to enhance learning and family participation.
	To further develop inclusive provision providing specialist classes to provide more bespoke learning opportunities	Embed personalised teaching & learning into specialist classes	Refine curriculum and Teaching and learning for pupils in enhanced classes	SENDCO/Principal	Personalised learning embedded In to the provision
	To create links with other local specialised providers- St Giles, St Claire's, Newton's Walk	Develop local network of schools to form partnerships to support transitions	Make connections	SENDCO	Increased understanding of opportunities available for all children
Long Term	To achieve the IQM Bronze award for Inclusion	To create an environment which provides the opportunity for all to succeed. To promote access and diversity to their fullest extent.	Self Evaluation School improvement Planning	Principal Training & advisory Input from IQM	Recognition of the school's commitment to inclusive practice through achieving IQM accreditation

Aim 2: To further develop the environment within the school to increase the extent to which disabled pupils can take advantage of education services

	Target	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Ensure that staff and	Access plans are reviewed as	Ongoing CPD	SENDCO/ Principal	IEP/ care plans &



	Governors are outward thinking and proactive in ensuring the school is accessible to all	part of the IP process Bespoke staff training on IEP/ care plans & risk assessments as required	Regular meetings to review SEND targets with parents and other professionals	Teachers	risk assessments in place for individual pupils with staff having an increased awareness of accessibility access
	To reduce sensory overload Improving provision for pupils with sensory & physical needs	Calm learning environment Reduction in reverberation Streamlined furniture in corridors	Ongoing review	Principal/SENDCO	Provisions reflects needs of pupils
	To ensure that all disabled pupils can be evacuated safely	Personal evacuation plans are in place Staff are aware and competent in evacuation procedures Corridors are clear	Ongoing review	Principal/ SENDCO Teachers	Staff confident in evacuation procedures Individuals with mobility needs are able to be evacuated safely
Medium Term	To develop the use of the sensory room and other spaces to support pupils with SEMH/ sensory needs	Sensory room to be timetabled to maximise use Sensory circuits to be set up to support pupils; individual programmes	Ongoing Staff CPD – sensory processing Ordering of equipment- As required	Principal SENDCO	Pupils are provided with the Space and equipment to Self-regulate
Long Term	To implement the Autism Education Trust school Autism standards	To use the framework to Evaluate our practice in addressing the needs of pupils with autism	Ongoing	Principal SENDCO	Autism friendly school

