

## Accessibility Plan

Aspect	Objective	Actions	Area	Lead	Timescale
<b>PHYSICAL ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>To develop use of the sensory area and sensory awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Annual service the sensory area in the resource room.</li> <li>Promote use across the school.</li> </ul>	Resource Room	SENCO	Annual
	<ul style="list-style-type: none"> <li>To consider the needs of visual and hearing impairment.</li> </ul>	<ul style="list-style-type: none"> <li>Review lighting, signage, acoustics and floor coverings as future need dictates.</li> </ul>	Whole site	CL/SENCO	As required / funding available
	<ul style="list-style-type: none"> <li>All class areas to be able to accommodate wheelchair/frame uses and those with physical needs.</li> </ul>	<ul style="list-style-type: none"> <li>Keep access corridors, doorways and floor space clear from furniture and equipment.</li> </ul>	Main building	Class teachers	As required
<b>CURRICULUM</b>	<ul style="list-style-type: none"> <li>Class furniture to be accessible for wheelchair users.</li> </ul>	<ul style="list-style-type: none"> <li>Audit furniture height and accessibility to suit specific pupil needs as necessary. Height adjustable if possible.</li> </ul>	Class areas & lunch hall	SENCO	As required
	<ul style="list-style-type: none"> <li>Access to laptops or PCs in own class area to aid recording of written work.</li> </ul>	<ul style="list-style-type: none"> <li>All classes to have a minimum of 2 PCs and one laptop.</li> <li>Involvement of specialist teacher advice as necessary.</li> <li>Child-friendly coloured keyboards.</li> </ul>	Class areas	SENCO/ICT Leader	As required
	<ul style="list-style-type: none"> <li>Access to class work when pupils unable to attend due to medical needs.</li> </ul>	<ul style="list-style-type: none"> <li>Provision of additional homework or activities as needed/requested by families.</li> <li>Part time education flexibly negotiated as needed for individual pupils.</li> </ul>	Individual pupils off site	SENCO / Headteacher	As required
	<ul style="list-style-type: none"> <li>Access to alternative resources to support physical need.</li> </ul>	<ul style="list-style-type: none"> <li>Assess individual pupil need with advice from specialist teachers and occupational therapists. Research best practise.</li> <li>Purchase smaller items and resources to ensure inclusion across the curriculum e.g. writing slope, finger grips, coloured paper, and enlarged print.</li> <li>Negotiate other items through SEN budget.</li> </ul>	Individual pupil use: class based	SENCO	As required
	<ul style="list-style-type: none"> <li>Access to all off site educational visits.</li> </ul>	<ul style="list-style-type: none"> <li>Assess all off site provision and organise accessible visits.</li> <li>Additional adult places funded by the school for physical and medical needs pupils</li> </ul>	Visit sites/transport	SENCO / Class teachers / EVC	As required
	<ul style="list-style-type: none"> <li>Differentiated teaching plans and activities to suit individual pupil needs; deployment of LSA support and training needs of staff met.</li> </ul>	<ul style="list-style-type: none"> <li>Organise and include appropriate individualised work e.g. physio programme.</li> <li>Use of integrated work e.g. differentiated to ensure access and parallel work e.g. in PE, as appropriate.</li> <li>Seek advice from professionals as necessary.</li> </ul>	For individual pupils including hall, resource area, ICT suite.	SENCO / Class teachers	As required

	<ul style="list-style-type: none"> <li>• Enable better curriculum access for individuals with SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Use of specialist advice from the WADSIP funded speech and language therapist.</li> <li>• Screening children falling below NHS thresholds and advice for paperwork or individual programmes sought.</li> <li>• Use of specialist advice from the WADSIP funded Education Psychologist.</li> <li>• Professional advice and reports aiding access to the curriculum for selected pupils.</li> </ul>	<p>Individual pupils Class teachers SENCO</p>	SENCO	Half termly support
<b>PROVISION OF INFORMATION</b>	<ul style="list-style-type: none"> <li>• School to be able to provide suitable premises and curriculum for relevant disabilities within our capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Screen pupils on intake for specialist need.</li> <li>• Continue good relationships with specialist advisors and agencies.</li> <li>• Work in tandem with SENCAN to support parents.</li> <li>• Research immediate needs and locate provision of resources and training for relevant staff e.g. signing, audio equipment, coloured overlays etc</li> <li>• Consider changes to presentation of worksheets, handouts, timetables, textbooks, letters and test materials as the need arises.</li> <li>• Liaison with special schools and specialist teachers for advice and outreach work.</li> </ul>	For individual pupils as necessary	SENCO and Class teachers	As required
			Class teachers in each base		
			SENCAN		