



Accessibility Plan 2025-28

Accessibility of information

Target	Who	Strategies	Timeframe	Success criteria	Review
To review information provided to parents and ensure it is accessible	EW, RE, office staff	Provide information and letters in clear print and simple English. School office to support parents to access information and complete forms. Ensure all key information is accessible via the school website.	Ongoing	All parents are able to access all necessary information. Where this is not the case, a staff member will support the parent to access or fill in any forms.	
Ensure written materials are available in alternative formats	EW, RE office staff	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Ongoing	All parents are able to access all necessary information. Where this is not the case, a staff member will support the parent to access or fill in any forms.	
To ensure that SEND Annual Review/parent meeting information is as accessible as possible	EW	Child-friendly targets. Offer opportunity for parents to bring someone to the meeting with them. Access to translators/interpreters to be offered if possible	Ongoing	Parents of pupils with SEND are able to fully participate in any review processes. They understand information that is given to them, or are supported to do so.	



Physical Accessibility

Target	Who	Strategies	Timeframe	Success criteria	Review
Ensure we meet needs of children with disability in emergency	EW, RE	Review of emergency procedures – PEEP where necessary. Amend evacuation procedure to include this. To ensure all exit points accessible to all.	Ongoing – updated annually	Increased safety for all pupils with disabilities in case of evacuation. All relevant staff are aware of procedures and have practiced.	
To review physical access to the building	EW, RE	Ensure clear signage for routes into school. Ensure there are no physical restrictions on movement around site. Be vigilant about cloakroom/corridor tidiness to avoid trip hazards.	Ongoing	No obvious physical restrictions around school site that prevent disabled pupils having full access to school activities. Any restrictions that are found are addressed promptly.	
To review physical access to the building when making alterations	EW, RE	When making building alterations look at requirements to learners – hand rails, tactile signs, blinds.	Considered as and when needed	Any new building or building adaptations meet requirements for full disability access.	



Curriculum Access

Target	Who	Strategies	Timeframe	Success criteria	Review
Continue to provide opportunities for disabled pupils to take full part in school educational visits.	EW, RE	Input to staff. Monitoring and approval of all visit arrangements through Evolve by RE. Advice on adaptations from EW where required.	Ongoing – review whenever new pupils arrive in school.	School visits are made accessible for all with necessary support and arrangements made. No pupils are disadvantaged due to their disability.	
Ensure pupils with SEND are supported to access school, making sure they understand structure of day and are able to regulate themselves.	EW, RE	Use of visuals embedded throughout school in all classes, and around school. Zones of regulation fully embedded throughout school.	July 2025	Pupils with SEND are successfully accessing lessons. SRB pupils are able to access mainstream classes where appropriate. Numbers of suspensions and exclusions remain low.	
Review SRB curriculum, to ensure fit for purpose and fully accessible to all.	EW, RE, SRB staff	Monitor provision, timetables, assessment systems. Identify areas for improvement and adjust as required. Review how SRB curriculum fits with mainstream curriculum.	July 2026	No obvious physical restrictions around school site that prevent disabled pupils having full access to school activities. Any restrictions that are found are addressed promptly.	
Pupils with SEND in mainstream classes make good progress and are able to access lessons with their peers.	EW, teachers	High quality learning plans help staff to support pupils effectively in class. SEN toolkits developed and being used effectively in all classes.	July 2025 initially, then practice embedded until July 2026.	Pupils in SEND have needs accurately identified and appropriate provision in class to support them to achieve well. Where provision needs to be adapted, it is done so effectively. Where pupils may need to work on something different, this is matched well to their needs and prior learning.	