

Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions	Person Responsible	Timescale	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for our pupils.</p>	<p>Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum</p>	<p>Provide regular training. Prioritise the immediate needs of the current cohort.</p>	<p>SENDCO/ Headteacher</p>	<p>Ongoing</p>	<p>Staff will have confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum</p>
	<p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>Ensure staff are aware of specific needs of each individual pupil</p>	<p>Support Pans clearly provide staff with pupils' needs with disabilities</p>	<p>SENDCO/ Headteacher</p>	<p>Ongoing</p>	
	<p>Curriculum resources include examples of people with disabilities.</p>	<p>Make best use of technology to assist access to the curriculum</p>	<p>Match the needs of the pupil to the technology to facilitate more independent access to the curriculum</p>	<p>SENDCO/ Headteacher</p>	<p>Ongoing</p>	
<p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>Targets are set effectively and are appropriate for</p>					<p>Evidence of ICT equipment being used in lessons effectively to support the learning of pupils with a disability</p>

	<p>pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment supports the needs of the pupils currently in school</p> <p>We have:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bay • Disabled toilets and changing facilities 	<p>Ensure that the environment and building continues to be accessible to all pupils</p>	<p>Make appropriate adjustments to the building as necessary.</p> <p>Call on outside agencies and other professionals in the review process</p>	<p>Headteacher</p>	<p>Ongoing/as required</p>	<p>The physical environment will continue to be accessible for all pupils</p>
<p>To ensure that all parents and other members of the school community can access information.</p>	<p>Open door policy enabling parents to approach staff about their needs</p>	<p>Ensure that written information can be provided in alternative formats as necessary.</p> <p>Ensure the website is accessible for all parents/carers.</p>	<p>Provide written information in alternative formats/languages as necessary</p>	<p>Headteacher</p>	<p>Ongoing/as required</p>	<p>Parents will receive information in a format accessible to them</p>
<p>To provide specialist equipment to</p>	<p>All children with additional needs have Support Plans</p>	<p>Ensure that all children have the specialist</p>	<p>Assess the needs of the children in each class and provide</p>	<p>Headteacher</p>	<p>Termly/Linked with Support Plans</p>	<p>Children will develop</p>

promote participation in learning by all pupils	We regularly engage with outside agencies to ensure children have the appropriate equipment they need	equipment they need to be successful learners	equipment as needed e.g. special pencil grips, headphones, writing slopes etc.			independent learning skills
To meet the needs of individuals during statutory tests e.g. Phonics, KS1 and KS2 tests	Our school is a small school and staff know children and their needs very well	Children to be assessed in accordance with expected procedures but additional time, use of equipment, location etc. will be applied for as needed.	Consider the needs of all individual children and apply accordingly	Headteacher/Class Teachers	Annually	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.
To create/develop a sensory room where children who are dysregulated can go to feel safe.	Children are given opportunities to help them regulate through interventions such as sensory circuits, movement breaks. Staff know children well and their sensory sensitivities and plan to support	To provide a calm, controlled environment where pupils can regulate their emotions. To reduce anxiety, stress, and sensory overload through access to soothing sensory input.	Use grant funding to complete the sensory room.	Headteacher/SENDCo	By December 2026	Pupils demonstrate reduced signs of distress, anxiety, or sensory overload after using the sensory room. Staff report fewer incidents requiring de-escalation or crisis intervention.

	these on a daily basis.					Pupils return to class calmer and more focused.
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