



# Accessibility Action Plan

June 2025 – June 2028



	<p>provide advice to staff regarding their approaches</p> <ul style="list-style-type: none"> <li>Both generic and bespoke professional learning opportunities are planned for i.e.</li> <li>precision teaching, scaffolding, SEMH/attachment training, medical updates, principles of instruction</li> <li>Specialist aids / equipment are agreed and sourced through multi-disciplinary consultations and recommendations to improve / further access and participation.</li> <li>Parents / carers and the pupil are also consulted with at each stage to ensure suitability and appropriateness.</li> <li>All pupils have access to after school clubs, activities, trips and visits.</li> <li>Challenging behaviour risk assessment forms are carried out and regularly reviewed on an individual basis to ensure pupils with physical / medical / SEMH needs can participate safely and appropriately in a wide range of learning and recreational activities.</li> </ul>	<p>effective use of aids/equipment used by individual pupils.</p> <ul style="list-style-type: none"> <li>Leaders to monitor and ensure extra-curricular offer applies to all pupils</li> <li>Risk assessment forms to be identified, completed and regularly reviewed for high needs pupils</li> </ul>	<p>Class teachers TAs SENDCo</p> <p>Laders</p> <p>Inclusion Team</p>	<p>As and when required</p> <p>Half termly</p> <p>Ongoing</p>
<p><b>Improving the physical environment so that all pupils and other users can take better advantage of the educational facilities and services available.</b></p> <ul style="list-style-type: none"> <li>The school will take into account the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes, equipment, and greater accessible facilities and fittings.</li> </ul>	<ul style="list-style-type: none"> <li>PEEPS are in place for pupils with medical / SEMH / sensory needs</li> <li>Physical audit carried out: o 11/06/2025, 25/09/2025 and 03/10/2025</li> </ul>	<ul style="list-style-type: none"> <li>PEEPs are reviewed in accordance to level of need.</li> <li>Areas identified within physical audit to be costed, planned for and actioned.</li> </ul>	<p>Inclusion team</p> <p>Principal, SENDCo, Estates and Facilities</p>	<p>Reviewed at least termly – sooner if required</p> <p>Each job to be planned for individually in line with maintenance schedules</p>

	<ul style="list-style-type: none"> <li>• Duplicated correspondence to families with multiple guardianship / responsibility</li> <li>• (available upon request)</li> <li>• Questionnaires / surveys – pupils, parents, staff</li> <li>• Parent governors</li> <li>• Home visits</li> <li>• Interpretation support</li> <li>• Family support worker (through Children’s Trust) advocacy and mediation</li> <li>• Coffee mornings / Inclusion drop in sessions</li> <li>• Signposting and accompanying parents to other services</li> <li>• Parent Pay support</li> <li>• Open morning / transition events (Nursery and Reception induction / secondary transfer)</li> <li>• Stay and play sessions (Nursery / Reception)</li> <li>• Application support for reception and secondary placements</li> <li>• Makaton (EYFS) to accompany verbal language / communication</li> <li>• Online methods to communicate with stakeholders / parents and carers remotely i.e., Teams / Zoom</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop inclusion focused drop-in sessions for parents/careers.</li> <li>• Seek parent voice on additional topics for support and guidance.</li> <li>• Positive Parenting course to be explored with Family Support Worker</li> </ul>	<p>Inclusion Team and external agencies</p> <p>Leaders</p>	<p>Ongoing</p> <p>2025 - 2026</p>
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	<p>SEND Mentor – supporting pupils with cognition and learning / language and communication</p> <p>Pastoral Lead with pastoral team – supporting pupils with SEMD / social communication</p>	<p>Leaders to monitor and ensure delivery of information is effective and accessible</p> <p>Research into additional software / APPs to continue to aid learning with voice and reading activated functions.</p> <p>Makaton refresher training for staff and parents to be scheduled</p>	<p>SENDCo and Leaders</p> <p>SENDCo, Central IT Team, EdTech Lead and Leaders</p> <p>Director for Inclusion and Director of Professional Learning</p>	<p>Ongoing and integrated with all monitoring cycles</p> <p>Ongoing</p> <p>2025 - 2026</p>
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