

Accessibility Plan 2025-26



Planning duty 1: Curriculum

| Timescale | Targets | Reasons | Action to be taken | Personnel Responsible | Resource Implications | Success Criteria | Evaluation and Monitoring |
|--|---|---|---|---|--|--|--|
| Annually | Ensure all staff have the opportunity to attend relevant, appropriate and high quality training | To ensure the highest quality of provision for an inclusive education | Identify where additional training needs arise annually Audit needs of staff Implement regular programme of CPD SENCO and SEN team to lead training across the school year Partnership networking with school within the MAT | Member of SLT SENCOS Class teachers | Time Funding for courses Possible financial resources to implement changes | Staff can confidently work disability equality perspective | Staff training records |
| On-going | Ensure all children are included in school trips and can access these full | To ensure the highest quality of provision for an inclusive education | Planning of school trips to take into account all pupils needs Risk assessments to be completed Liaising with trip destinations, coach companies and establishments | Class Teachers | Time Possible financial resources to implement changes | All pupils will access all school trips | Discussion with relevant stake holders |
| Personal plan immediately need is identified | To ensure child with hearing impairment are able to access the whole curriculum | To ensure the highest quality of provision for an inclusive education | Establish personal plan for hearing impaired children with relevant health team | SENCOS | Costings only relevant if personal plan identifies particular resources needed | Individual plans will be in place for all who need them | Discussion with relevant stake holders |
| Personal plan immediately need is identified | To ensure child with visual impairment are able to access | To ensure the highest quality of provision for an inclusive education | Establish personal plan for visually impaired children with relevant health team | SENCOS | Costings only relevant if personal plan identifies particular resources needed | Individual plans will be in place for all who need them | Discussion with relevant stake holders |

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| | the whole curriculum | | | | | | |
| Personal plan immediately need is identified | To ensure child with physical disability are able to access the whole curriculum | To ensure the highest quality of provision for an inclusive education | Establish personal plan for physically disabled children with relevant health teams | SENCO | Costings only relevant if personal plan identifies particular resources needed | Individual plans will be in place for all who need them | Discussion with relevant stakeholders |

Planning duty 2: Physical environment

| Timescale | Targets | Reasons | Action to be taken | Personnel Responsible | Resource Implications | Success Criteria | Evaluation and Monitoring |
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| Annually | To ensure the physical environment of the school meets the current needs of the school community | Changing needs within cohorts and new children | Annual walk by 2 members of SLT and LAC to audit the environment Any adaptation to be discussed at SLT and with school business manager for costings | Member of SLT Nominated LAC representative | Time Possible financial resources to implement changes | Site meets the needs of the current community | Discussion with relevant stakeholders |
| Personal plan immediately once need is identified | To ensure persons with physical disabilities, hearing and visual impairments are able to exit building safely when fire alarm sounds | All persons will leave the building safely | Establish personal plan for hearing and visually impaired building users with the relevant support services. PEEP plans completed for any children who needs this | SENCO Class teachers | Costings only relevant if personal plan identifies particular resources needed | Individual plans will be in place for all who need them | Discussion with relevant stakeholders |
| Ongoing | To ensure pupils and staff with disabilities are fully included and school meets | Everyone will be fully included in the school community | Provide specialist equipment and modifications when a need is identified for pupils, members of staff or school community | SENCO Class teachers | Costings only relevant if personal plan identifies particular resources | Children and staff will have the specialised equipment they need to access the school environment | Discussion with relevant stakeholders |

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| | its equality duties | | Liaising with professionals within school- OT, School nurse, EP and speech and language therapist | | | | |
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Planning duty 3: Information

| Timescale | Targets | Reasons | Action to be taken | Personnel Responsible | Resource Implications | Success Criteria | Evaluation and Monitoring |
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| Personal plan immediately need is identified | To ensure persons with hearing impairment are able to access the whole curriculum and information provided by school | To ensure the highest quality of provision for an inclusive education | Establish personal plan for hearing impaired children with relevant health team School to access support from the sensory inclusion team/health team to establish the needs of the child and then follow Provide specialist equipment and modifications when a need is identified for pupils, members of staff or school community | SENC | Costings only relevant if personal plan identifies particular resources needed | Individual plans will be in place for all who need them | Discussion with relevant stakeholders |
| Personal plan immediately need is identified | To ensure persons with visual impairment are able to access the whole curriculum and information provided by school | To ensure the highest quality of provision for an inclusive education | Establish personal plan for visually impaired children with relevant health team School to access support from the sensory inclusion team/health team to establish the needs of the child and then follow Provide specialist equipment and modifications when a need is identified for pupils, members of staff or school community | SENC | Costings only relevant if personal plan identifies particular resources needed | Individual plans will be in place for all who need them | Discussion with relevant stakeholders |

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is Autumn 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.