



## Accessibility Plan 2025-26

### Access to the Physical Environment

<u>Timescale</u>	<u>Targets</u>	<u>Reasons</u>	<u>Action to be taken</u>	<u>Personnel Responsible</u>	<u>Resource Implications</u>	<u>Success Criteria</u>	<u>Evaluation and Monitoring</u>
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 Sensory support service  PEEP plans completed for any children who need 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	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	Discussion with relevant stakeholders





	meets its equality duties		Liasing with professionals within school- OT, School nurse, EP and speech and language therapist			access the school environment	
Rolling programme to commence immediately – new signs to have braille included	To improve signage for visually impaired building users	Ensure that the site is accessible to all	When any signage is replaced always research and consider signs which assist visually impaired building users	SLT/SITE MAINTENCE	Ongoing costs as signs are replaced	The school site will be accessible to all	
Rolling programme	To improve travel and movement around school	To ensure visually impaired building users are able to navigate the school safely	Improve the visibility of door and step edges with contrasting paint or high visibility tape.	SLT/SITE MAINTENCE	Ongoing costs as signs are replaced	The school site will be accessible to all	

## Access to the curriculum

<u>Timescale</u>	<u>Targets</u>	<u>Reasons</u>	<u>Action to be taken</u>	<u>Personnel Responsible</u>	<u>Resource Implications</u>	<u>Success Criteria</u>	<u>Evaluation and Monitoring</u>
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 SENC0 and SEN team to lead training across the school year Partnership networking with school within the MAT	Member of SLT – SENCO Class teachers	Time Funding for courses Possible financial resources to implement changes	Staff can confidently work disability equality perspective	Staff training records





Ongoing	Ensure all children are included in school trips and can access these fully	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 BIG LIFE SCHOOLS	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 stake holders
Personal plan immediately need is identified	To ensure child with visual impairment are able to access the whole curriculum	To ensure the highest quality of provision for an inclusive education	Establish personal plan for visually impaired children with BIG LIFE SCHOOLS team	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 stake holders
Personal plan immediately need is identified	To ensure child with physical disabilities 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 LOIS	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 stake holders

## Access to Information

Timescale	Targets	Reasons	Action to be taken	Personnel Responsible	Resource Implications	Success Criteria	Evaluation and Monitoring
Personal plan immediately	To ensure persons with hearing	To ensure the	Establish personal plan for hearing impaired children with BIG LIFE SCHOOLS	SENCO	Costings only relevant if personal plan	Individual plans will be in place for	Discussion with relevant stake holders



need is identified	impairment are able to access the whole curriculum and information provided by school	highest quality of provision for an inclusive education	Provide specialist equipment and modifications when a need is identified for pupils, members of staff or school community		identifies particular resources needed	all who need them	
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	<p>Establish personal plan for visually impaired children with BIG LIFE SCHOOLS team</p> <p>School to access support from the sensory inclusion team to establish the needs of the child and then follow</p> <p>Provide specialist equipment and modifications when a need is identified for pupils, members of staff or school community</p>	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

