

# Accessibility Plan

Date of Plan: Jan 2025

Plan Reviewed: Jan 2026

## 1. Introduction

This Accessibility Plan is prepared in compliance with the Equality Act 2010 and reflects the school's commitment to providing a fully accessible environment, ensuring equality of opportunity for all students, staff, parents, and visitors with disabilities.

The plan will focus on three key areas:

- Increasing access to the curriculum for students with disabilities.
- Improving the physical environment to enable disabled students to take better advantage of education, benefits, facilities, and services.
- Improving the availability of accessible information for disabled students and their families.

### 1. Access to the Curriculum

Our school is committed to providing an inclusive and stimulating curriculum for all students. We will:

- Regularly review and adapt the curriculum to ensure it meets the needs of all learners, including those with SEND.
- Provide staff with high-quality training in inclusive teaching strategies, including scaffolding, modelling, retrieval and the use of assistive technologies.
- Ensure appropriate support is in place through individualised plans, such as Education, Health, and Care Plans (EHCPs).
- Monitor and evaluate the attainment of students with SEND to identify and address gaps.

*Targets and Actions:*

- **Increase staff training on SEND-specific strategies:** Deliver training on supporting students with dyslexia, autism, and ADHD in the classroom. *(ISE and staff meetings)*
- **Review and adapt curriculum materials:** Ensure all subject resources are accessible, including large-print materials, and visual resources. *(June/July 25 and ongoing)*
- **Enhance transition support for students with SEND:** Provide tailored transition plans for students moving from primary to secondary. *(March - July 25)*
- **Teaching and Learning CPD on disciplinary literacy:** Focus on developing writing. *(ISE Days 24-25)*
- **Review and develop our knowledge books:** Reduce gaps in learning and make them accessible to all learners. *(June-July 25)*

**2. Physical Environment** The school will work to ensure the physical environment is fully accessible to all users, including students, staff, and visitors with disabilities. This includes:

- Ensure access to the school site it continually reviewed
- Adjustments to the building.
- Clear signage and visual supports throughout the school.

*Targets and Actions:*

- **Address uneven access points:** Ensure the school site to ensure full wheelchair accessibility. *(Ongoing)*
- **Ensure access to the school site it continually reviewed:** Regular accessibility audits to identify and address barriers *(November/December 24 - annual)*
- **Adjustments to the building:** Make any reasonable adjustments for example lifts, doors, access points or toilets. *(Ongoing)*
- **Improve external pathways and outside spaces:** Resurface uneven outdoor areas and ensure outdoor space is inclusive for all students. *(Ongoing)*
- **Complete sensory audits:** Annual audit alongside those on the autistic spectrum. *(Oct 24 - annual)*

### **3. Accessible Information**

We aim to ensure that all information provided by the school is accessible to everyone. This includes:

- Providing written materials in alternative formats such as large print or audio.
- Ensuring the school website is user-friendly.
- Supporting parents with disabilities through interpreters, translators, or accessible meeting formats.
- Personal Emergency Evacuation Plans (PEEPs) are in place for students and staff with disabilities

*Targets and Actions:*

- **Provide written materials in alternative formats:** Offer key documents, including reports and policies, in large print, Easy Read formats or audio. *(Ongoing)*
- **Make the website accessible:** Audit the school website to ensure it is compatible with screen readers and meets WCAG accessibility standards. *(January 2025)*
- **Enhance advice on technology or services to help translate key documents:** Publish advice on the school website to support translation of home school communications. *(March 2025)*
- **Develop individualized PEEPs:** All students with physical or sensory impairments to ensure safe evacuation during emergencies. *(Completed on admission and ongoing)*

- **Develop a key worker structure:** Each student on the SEND register has a key person to contact regarding information and advice. (*January 25*)

#### **4. Monitoring and Evaluation**

The Accessibility Plan will be reviewed annually by the SENCO and the SEND team along with the governing body. Feedback will be sought from students, staff, and parents to inform updates.

**Headteacher:** Mr P Greig

**SENCO:** Dr V Mundell

**Premises Manager:** Mr P Morgan

**Budget and Resources:** The school will allocate appropriate resources to ensure the plan is implemented effectively.

**Approval and Publication:** This plan has been approved by the governing body and is available on the school website.