



Athersley North  
Primary School

Athersley North Primary School

# Accessibility Policy

2023 - 2026

<b>Approved by:</b>	E.lles
<b>Date:</b>	December 2023
<b>Last reviewed on:</b>	December 2023
<b>Next review due:</b>	December 2026

## **Intent**

Athersley North Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

### **1. Legal framework**

1.1. This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1.3. This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Equality Information and Objectives Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Health and Safety Policy
- School Improvement Plan
- Data Protection Policy

## **2. Definition**

- 2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities. In the Equality Act (2010) 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.
- 2.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

## **3. Roles and responsibilities**

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The Head of Safeguarding, Inclusion and Special Educational Needs (SIS) will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The Governing Body, or a select committee, will be responsible for monitoring the Accessibility Plan.
- 3.4. The Governing Body will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 3.6. The Head of SIS will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 3.7. During a new pupil's induction, the Head of SIS will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.8. The Head of SIS is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 3.9. The Head of SIS, Governing Body and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.10. Head of SIS and Governing Body will ensure that pupils with SEND are appropriately supported.
- 3.11. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.
- 3.12. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

## 4. Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.
- 4.2. The Accessibility Plan will be presented as either a freestanding document.
- 4.3. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.
- 4.4. The plan has the following key aims:
  - To increase the extent to which pupils with disabilities can participate in the curriculum
  - To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
  - To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.
- 4.5. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in 2023.
- 4.6. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- 4.10. The school will collaborate with the LA in order to effectively develop and implement the plan.
- 4.11. An access audit will be undertaken by the Governing Body and Head of SIS every year.
- 4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- 4.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 4.15. The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

## **5. Equal opportunities**

- 5.1. The school strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. The school is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- 5.6. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

## **6. Admissions**

- 6.1. The school will act in accordance with the Admissions Policy.
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.3. The school will support pupils with SEND by making any reasonable adjustments necessary during examinations, e.g. publishing exam papers in a larger font.
- 6.4. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.5. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
- 6.6. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.7. Prospective parents of Pupils with an EHCP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

## **7. Curriculum**

- 7.1. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

- 7.4. The Curriculum Leaders and the Head of SIS will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'social communication plan'.
- 7.10. Specialist resources are available for pupils with visual impairments, such as large print reading books.
- 7.11. Teaching assistants are deployed to support Quality First Teaching and to deliver bespoke interventions including speech and language programmes..

## **8. Physical environment**

- 8.1. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are no parts of the school to which pupils with disabilities have limited or no access to.
- 8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.4. There are provisions for nappy changing.
- 8.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 8.6. Wide doors are fitted throughout the school to allow for wheelchair access.
- 8.7. The corridor flooring and lighting is designed to support those who are visually impaired.

## **9. Monitoring and review**

- 9.1. This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.
- 9.2. The Governing Body and Head of SIS will review the policy.
- 9.3. Equality impact assessments will be undertaken as and when school policies are reviewed.

## **10. Information for Parents and Pupils**

**10.1.** Parents are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews (see SEND Policy).

**10.2. Large print format materials can be made available.**

**10.3.** If either pupil or parents have difficulty accessing information normally provided in writing by the school as worksheets, homework or newsletters then the school will be happy to consider alternative forms of provision.

## **11. Evacuation Procedures**

**11.1.** School will adapt its evacuation procedures to meet the specific needs of an individual with a disability. Such procedures will be discussed with the pupil and parents/carers and will be in the pupil's Special Educational Needs and Disability (SEND) file.

**11.2.** Pupils who may find emergency evacuation difficult may have a teaching assistant in their class.

**11.3.** A Personal Emergency Evacuation Plan (PEEP) will be drawn up for pupils with additional needs/disabilities where necessary.

## Appendix A – Accessibility Plan Template

### Planning duty 1: Curriculum

Governing Body must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents. A grid, like the one below, should be completed for the curriculum, physical environment and information provision.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Is the curriculum accessible for all pupils??	Audit of curriculum	Head of SIS	Ongoing 2023-2026	Management and teaching staff are aware of the accessibility gaps in the curriculum	Dec 23 All Subject Leaders have responsibility for the long and medium term planning for their subjects, all of which take into account the needs of all pupils. Class Teachers use Long and Medium Term Plans to ensure that curriculum delivery meets the needs of all learners within their class.
	Ensure all pupils can fully access the curriculum	<p>Broker support from specialist services as required eg; SCI/BECCPS</p> <p>Provide a differentiated curriculum with alternatives offered, if required.</p> <p>Provide a range of support staff including trained teaching assistants.</p> <p>Provide multimedia and kinaesthetic activities to support when possible.</p> <p>Use of interactive ICT equipment.</p> <p>Use of specific equipment as advised by professionals eg; Educational Psychologist/ Occupational Therapist</p>	Head of SIS/Teaching Staff	Ongoing 2023-2026	<p>Advice taken and strategies evident in classroom practice.</p> <p>All pupils with SEND, supported and accessing the curriculum</p>	<p>Dec 23</p> <p>The curriculum is well planned and supports all learners to achieve their outcomes. Where there are accessibility gaps this is in relation to more complex needs in which case best endeavours are used to ensure there are steps in place to support access. On some occasions, pupils may work on a more personalised curriculum in line with advice from external agencies or an EHCP.</p> <p>Currently school access services from BECCPS/ SCI Team/EHC Team/SENDIASS and Early Help as well as liaising with other agencies to support pupils.</p>



		<p><i>Implement strategies and advice from outside agencies.</i></p> <p><i>Refer to outside agencies as appropriate</i></p> <p><i>Observe teaching and provide feedback areas for development; provide appropriate resources for differentiation.</i></p> <p><i>Continue to raise awareness of needs through staff training and provide staff with feedback on how to develop independence and access.</i></p> <p><i>Identify those children who need support and put in place programmes of work and intervention strategies; review on a termly basis.</i></p> <p><i>Ensure visits, including residential, are inclusive</i></p> <p><i>Use peer support and mentors to aid access for those that require it e.g. circle of friends, learning partners. Provision of modified keyboard, voice recognition software, etc as necessary</i></p>				<p>School takes on board feedback from parents/ carers and pupils on how the school is accommodating the child's needs during parent consultation and SEN Review meetings.</p> <p>SLT monitor participation at After School activities- any reason for non attendance is not one due to of lack of access.</p>
	<p><i>Do staff have the necessary skills to support pupils with SEND?</i></p>	<p><i>INSET provided to staff members</i></p> <p><i>Training for teachers on differentiating the curriculum</i></p>	<p><i>Head of SIS</i></p>	<p><i>Ongoing 2023-2026</i></p>	<p><i>Staff members have the skills to support children with SEND</i></p>	<p><i>Dec 23</i></p> <p><i>Teaching staff have accessed CPD both in school and via ROSIS to ensure they are fully equipped to scaffold and where necessary, differentiate the curriculum to ensure all pupils achieve their outcomes. Staff have also accessed training in relation to School Focussed Plans and SEND.</i></p>

	<p><i>Do all statutory policies reflect inclusive practice and procedures?</i></p>	<p><i>Review policies to ensure they comply with the Equality Act 2010.</i></p>	<p>SLT</p>	<p><i>Annually 2023-2026</i></p>	<p><i>All statutory policies will reflect inclusive practice.</i></p>	<p><i>Dec 23</i> All policies reflect inclusive practice</p>
	<p><i>Are relationships and communication with parents of SEND pupils effective?</i></p>	<p><i>Establish liaison with parents of SEND pupils</i></p>	<p><i>Class Teachers /Head of SIS/SIO</i></p>	<p><i>Ongoing 2023-2026</i></p>	<p><i>Collaboration and sharing between school and families will be effective</i></p>	<p><i>Dec 23</i> Parents of SEND pupils are invited to discuss their child's SFP at least 3 times per year. They are encouraged to communicate with class teachers and to play a full part in the APDR process. SENCO and SIO are available and have an open-door policy for parents of those pupils with SEND. SENCO /SLT carry out daily gate duty so that parents can approach in a less formal manner should they wish to do so.</p>
	<p><i>Do School trips/ swimming provision take into account pupils with SEND?</i></p>	<p><i>Needs of pupils with SEND incorporated into planning process</i></p>	<p>Teachers</p>	<p><i>Annually September 2020-2023</i></p>	<p><i>Planning of school trips and swimming takes into account pupils with SEND</i></p>	<p><i>Dec 23</i> Risk assessments are conducted and shared with parents in any instance where control measures are required to ensure safety or reasonable adjustments are required. Every possible action is taken to ensure all pupils are able to access swimming sessions. SLT/ Teaching staff conduct initial visits wherever possible to ensure that the needs of pupils are planned for and included on the risk assessment for any activity. Where necessary Head of SIS liaises with medical professionals to ensure appropriate control measures are in place.</p>

	Does school work with professional agencies to meet the needs of pupils with health needs?	Establish close liaison with outside agencies for pupils with ongoing health needs eg; severe asthma, complex disabilities, epilepsy or mobility issues	Teachers/ Head of SIS/SIO	Ongoing 2023-2026	Clear collaborative working approach.	Dec 23 School works collaboratively with many external agencies including the 0-19 service and medical professionals from several hospitals; ensuring that all needs are met.
<b>Medium term</b>	Progress of SEND pupils	Review attainment for SEND pupils  Pupil progress meetings with SLT Liaison with parents Parent Consultation Meetings TAF meetings Annual Review meetings	SLT/Head of SIS/SIO	At each assessment point Ongoing 2023-2026	Progress made towards SEN outcomes.  Provision mapping shows clear steps and progress.	Dec 23 SEN Support Plans are reviewed at least 3 times per year in order to demonstrate progress pupils have made to their personalised outcomes/ to determine next steps in their provision.
	How do we promote the involvement of disabled students in classroom discussions/ activities. How do school take into account a variety of learning styles when teaching?	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) *Wheelchair access *Resources for the visually impaired *Visually Impaired training for relevant staff *Giving alternatives to enable disabled pupils to participate successfully in lessons *Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people	Whole school approach	Ongoing 2023-2026	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.	Dec 23 Evidence demonstrates that all pupils are catered for within the mainstream classroom through a range of strategies and resources. All pupils have access to concrete resources and scaffolds. Those pupils with more complex needs are provided with a range of resources to meet their needs. Special Needs and Disabilities are very much part of the school ethos and are addressed through PSHE, School Assemblies , Autism Awareness Week etc. We encourage our pupils to share their stories in order to support our pupils to be inclusive, respectful and supportive of their peers.
<b>Long term</b>	Can pupils with SEND access all curriculum areas?	Provide a range of reasonable adjustments and resources to pupils with SEND	Head of SIS	Ongoing 2023-2026	Pupils with SEND can access lessons	Dec 23 All pupils are able to access every curriculum area; adaptations are made to ensure this is the case. In more

						complex cases, pupils may have a more personalised curriculum.
	<i>How is information shared with the Governing Body?</i>	<i>Share updates with the Governing Body</i>	<i>SENCO /SEND Governor</i>	<i>SEND Governor Termly meetings</i>	<i>Governors fully informed about SEN provision and progress</i>	<i>Dec 23 Information shared with SEND Governor on a half termly basis, with regular discussion at various other points in relation to strategic areas for development.</i>

## Planning duty 2: Physical environment

Governing Body should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents.

	Issue	What	Who	When	Outcome	Review
Short term	Is the school's physical environment accessible	Audit of physical environment- school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings	Building surveyors/ SLT/Premises Manager	Ongoing 2023-2026	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Dec 23 The school building is accessible to staff and visitors. During the previous academic year one pupil used a wheelchair which was managed successfully within the school environment. Accessible toilets are available for those with additional needs alongside changing facilities.
	Is the environment visually stimulating for all children	Colourful, lively displays in classrooms and inviting role play areas. Working walls which scaffold and support learning	Teachers/TA's	Termly Monitoring Ongoing 2023-2026	Environment maintained to a high standard, demonstrating pupils' learning.	Dec 23 Non negotiables are in place in terms of a Learning Environment Checklist and Display policy which is monitored by SLT.
	Are Classrooms ASD friendly ?	Teachers implement an ASD approach to classroom environment	Teachers/TA's	Ongoing	ASD children feel safe and secure and are able to learn effectively.	Dec 23 Classrooms take into account the needs of all pupils. It may be necessary to implement separate table screens for some pupils with ASD where over stimulation becomes an issue

	Ensure that SEND pupils are fully included in the life of the school.	<p>Create access plans for disabled children as part of SFP process</p> <p>*Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</p> <p>*Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.</p>	All staff	Ongoing 2023-2026	Needs will be met and reasonable adjustments made for pupils to achieve success.	<p>Dec 23</p> <p>Individual Care Plans/ Intimate Care Plans are in place as required for those pupils with a disability. These are completed with guidance and support from outside agencies.</p>
	Are the medical needs of all pupils met fully within the capability of the school?	Review the policy for supporting children with medical needs; liaise with external agencies, identifying training needs and establish individual protocols where needed	Head Teacher/ SLT	Annually in September Ongoing 2023-2026	Ensure that the medical needs of all pupils are met fully within the capability of the school.	<p>Dec 23</p> <p>Medical needs within the capacity of the school are effectively met. Where there are medical needs outside of the school capacity, outside agencies are brokered, via the EHCP/ DCT to deliver support.</p>
<b>Medium term</b>	Is the Learning environment for pupils with visual impairment accessible?	Incorporation of appropriate colour schemes	SBM	Ongoing 2023-2026	Learning environment is accessible to pupils with visual impairments	<p>Dec 23</p> <p>Learning environment is accessible to pupils with visual impairments. Consideration is taken during renovation/ redecoration</p>
	Provision of disabled parking spaces to ensure parents have the opportunity to be involved	<p>Utilise disabled parking spaces for disabled to drop off &amp; collect children</p> <p>*Offer a telephone call to explain letters home for some parents who need this</p> <p>*Adopt a proactive approach to identifying the access requirements of disabled parents</p>	SLT/Office Staff	Annually in September Ongoing 2023-2026	Ensure that disabled parents are not discriminated against and are encouraged to accompany their children to and from school.	<p>Dec 23</p> <p>Disabled parents are welcomed into school, disabled car parking spaces are available. Office staff, SLT and Site manager are all aware who is allowed into the school car park. Interim measures are implemented for</p>

		<i>Ensure office staff are aware of who can enter the carpark</i>				<i>pupils/parents who may require this facility due to temporary reasons eg; immobility due to broken bones</i>
	<i>Are accessible toilets available to pupils, staff and visitors?</i>	<i>Handrails installed X 2 accessible toilets within the building Safety alarms incorporated</i>	<i>SBM</i>	<i>Ongoing 2023-2026</i>	<i>Access to toilets is increased</i>	<i>Dec 23 Accessible toilets available for those who require this provision.</i>
<b>Long term</b>	<i>Can children with physical disabilities access school buildings</i>	<i>Construction work undertaken</i>	<i>SBM/building contractors</i>	<i>Ongoing 2023-2026</i>	<i>School buildings are fully accessible</i>	<i>Dec 23 Pupils with disabilities are able to access the building and classrooms. All classrooms (except class 9) have an external door with ramped access. Should there be a requirement for disabled access; pupils in Class 9 are able to access the building via the main entrance.</i>

### Planning duty 3: Information

Governing Bodys should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

	Issue	What	Who	When	Outcome criteria	Review
<b>Short term</b>	Are SLT aware of whether school information is accessible or not	Audit of information delivery procedures	SENCO/ICT manager	Ongoing 2023-2026	School is aware of accessibility gaps to its information delivery procedures	Dec 23 Information is provided to parents/carers is done so electronically via text or email. In those cases where email addresses have not been provided; alternative mechanisms have been put in place to support parents. There remains a necessity to provide paper based documentation for those who request it and particularly in relation to Early help/ SEND documentation which contain sensitive information.
	Is written information accessible to all stakeholders?	School seeks advice from external advisors	SENCO	Ongoing 2023-2026	School is aware of local services for converting written information into alternative formats	Dec 23 There has been no requirement for written information to be converted so far however we are aware of who to contact should this be required.
	Can children with ASD access the curriculum.	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children Seek advice and support from SCI Team	All staff	Ongoing 2023-2026 Termly consultation meetings	ASD children able to access curriculum	Dec 23 Observations demonstrate that ASD pupils are able to access the curriculum, with scaffolds and adaptations as required. Teachers are highly skilled at implementing advice from the SCI Team to ensure that pupils with ASD achieve their outcomes.
	Can children with a sensory impairment access the curriculum	Regular parental communication Individualised programmes and strategies to be implemented Staff to access relevant training Seek sensory profile information from Occupational Therapy	All staff	Ongoing 2023-2026	Children with a sensory impairment to be able to access the curriculum.	Dec 23 Best endeavours are used to ensure that pupils with sensory needs are able to access teaching and learning. Pupils are referred, with parental permission for a Sensory Profile, reports are then used by teachers to ensure pupils needs are catered for within the classroom. School provides a range of resources to support



						those with sensory needs eg; fidget toys, chewellery, wobble cushions, ear defenders etc..
<b>Medium term</b>	Written information is not accessible to pupils, parents and visitors with visual impairments	<p>Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds</p> <p>Use a variety of strategies to support learners with reading difficulties</p> <p>Raise awareness of font size and page layouts to support pupils with visual impairments.</p> <p>Audit the school library to ensure the availability of large font and easy read texts will improve access.</p>	SENCO/ICT manager	Ongoing 2023-2026	Written information is fully accessible to children with visual impairments All pupils, parents and visitors are able to access written information.	Dec 23 Reasonable adjustments are made to ensure that all stakeholders and visitors to the school are able to access written information.
<b>Long term</b>	Is the School website accessible to children with SEND	Audit of website	ICT manager	Ongoing 2023-2026	Website is fully accessible	Dec 23 The school Website is accessible to all pupils via Kidzone. Pupils have been shown how to access this within class ; there are a range of learning resources for them to access.