

Accessibility Plan

School Name

Dates: From _____ **To** _____ **(3years – to be reviewed annually)**

| Outcomes for groups of children and young people | Accessibility Planning Code C- Curriculum E- Environment I- Information | Actions | | | Evidence | Dates (from and to) |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------|----------|---------------------------|
| | | What/How | Lead | Resources | | |
| To improve access, progress and participation for young people with cognition and learning needs | C, E, I | Reflect and review the support in place for SEND in Progress 8 (specific action to follow) | SLT/SENCO | ? | SIMS | |
| | | Enquiry and Create programme – implement project base system for all. SEND – weighted with greater SEN support, to improve learning skills | SLT Lead plus 4 teachers | | | |
| | | Years 8 and 9 and some 10 – life skills development, personalised curriculum | SENCO/su pport staff | | | |
| To improve access, progress and participation for young people with communication and interaction needs | C, E, I | Level 1 ASD training to all new staff, any students and all staff - annually | SENCO/Le ad TA | | | |
| | | Possible Level 2/3 developments | | | | |
| | | SpLT to train all staff on strategies and techniques for developing Speech and Language | SENCO/Sp LT | | | |

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| To improve access, progress and participation for young people with sensory and physical needs | E | To audit the internal and external steps and kerbs – repaint with yellow where appropriate | | | | |
| | | See environmental checklist for more actions | | | | |
| | | Improved signage round building | | | | |
| | | To review the needs of pupils coming with HI and VI – any staff implications for C,E I ? | | | | |
| To improve access, progress and participation for young people with social, emotional and mental health needs | | Develop a system of support for targeted pupils using Learning Mentors – staff to have oversight for specific pupils. | | | | |
| | | Discuss with SLT – how are we improving access to C,E,I for this group. E.g staff awareness, | | | | |
| | | Follow up from Rainbow training for staff – identify pupils needing support through bereavement, divorce, separation. | | | | |

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| To improve access for pupils with SEND | | To formalise personal evacuation procedures for identified pupils. | | | | |
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This plan is a suggested format only and can be adapted to suit individual school circumstances.