

Accessibility Plan 2024-2027

Buildings Physical Access				
Intent	Implementation	Responsibility (who)	Timescale	Measure of Success
To ensure that the school expansion plans take into account SEND and includes required reasonable adjustments as per the Equality Act	<ul style="list-style-type: none"> Consider the needs of disabled pupils, parents/carers or visitors when considering any redesign 	Head teacher, Governors, Local Authority SBM	Ongoing	New build is fit for purpose and reflects good practice
To provide additional disabled toilets and changing facilities	<ul style="list-style-type: none"> Additional disabled toilets to be provided in both the 'modular build' and the new school building Keep access to the disabled toilet clear of obstruction 	Head teacher Local authority SLT	September 25	Suitable location agreed and easily accessible for all.
To ensure disabled pupils and adults can be safely evacuated	<ul style="list-style-type: none"> Ensure Personal Evacuation Plans where required. 	SLT with input from OT, Physio or school nurse if required	Plans updated annually	Safe and swift evacuation in an emergency
Ensure there is designated accessible parking	<ul style="list-style-type: none"> Expansion plans to include at least one accessible car parking spaces to be kept free and clear of obstruction 	Headteacher Local Authority SBM	September 25	Designated disabled parking space clearly identifiable

Accessibility Plan 2024-2027

Curriculum				
Removing barriers to learning				
Intent	Implementation	Responsibility	Timescale	Measure of success
To ensure a tight transition for children with SEND who will transfer to Lea CP from any other School or nursery setting and make adaptations to the curriculum as necessary	<ul style="list-style-type: none"> • Reception Teacher, SENCO and/or Pastoral Leader to visit Nursery settings and attend Early Help meetings/annual reviews to scope requirements of new children during summer term. • Discuss specific needs as part of induction. Plan ahead for phased and or supported attendance where a child requires additional staff support and/or environmental adjustments 	SENCO, SEN Governor, Pastoral Leader Headteacher for allocation of Support Staff	Yearly at transfer	School are prepared in terms of equipment and staffing and children with SEND and their parents experience a smooth transfer into Reception
To ensure effective use of resources and specialised equipment to increase access to the curriculum for all pupils	<ul style="list-style-type: none"> • Strategic deployment of support staff • Use of ICT eg speech to text software • Purchase and allocate other resources as needed eg wobble cushions, writing slopes, overlays, coloured exercise books, chew/fiddle toys • Ensure any specialist equipment eg hearing aids are checked daily and seek advice if needed 	SENCO, Curriculum Lead, Pastoral Lead	Annually	Increased access to the curriculum Needs of all learners being met
To ensure staff have an awareness of specific needs and training as required	<ul style="list-style-type: none"> • Epilepsy training • Ongoing training programme provided by SENCO • Ongoing guidance from specialists to be implemented • Intervention training for support staff 	SENCO	Ongoing	Increased access to the curriculum Needs of all learners met Maintain records of staff trained

Accessibility Plan 2024-2027

Ensure all school trips and residential visits are accessible to all	<ul style="list-style-type: none"> • Ensure staff are aware of the needs of all children in their class when planning a trip • All reasonable adjustments to a trip should be made and risk assessed 	Headteacher, EVC with SENCo and pastoral leader	Annually	Children with SEND able to attend all educational and residential visits
To use ICT to support children with specific literacy difficulties	<ul style="list-style-type: none"> • Resource and purchase appropriate ICT equipment and programmes to support learning both in school and home • Monitor use of IDL software • Learning walk to monitor the use of speech to text software for those children who have has this resource recommended by the specialist teacher • Review any new EHCP's for an ICT that need's purchasing 	SENCO	Ongoing	Children have the correct ICT resources to support their education
To swiftly identify any language barriers that are preventing children from reaching their full potential	<ul style="list-style-type: none"> • Purchase WELLCOMM assessment tool for both EYFS and Primary • Screen the whole school to identify language difficulties • Intervention programme put in place for identified children • Learning walk to monitor the implementation of the intervention • Children identified as having significant language difficulties are referred to SALT 	SENCO, Class teachers, Teaching Assistants	On going	Children who require language intervention are swiftly identified and narrow the language gap.
Information				
Access to information				
Intent	Implementation	Responsibility	Timescale	Measure of success

Accessibility Plan 2024-2027

To improve the availability of written materials in alternative formats when specifically requested	<ul style="list-style-type: none">• Review how information is presented to users• Identify alternative provision for users who do not have IT access• Use of translation software	SLT	Annually	Full access to information for all parents Information available on the website
Foster and maintain close relationships with parents of SEND children	<ul style="list-style-type: none">• Parent /SENCO meetings, SEND Coffee Mornings/information sessions	SENCO, Pastoral Leader	Twice annually	School reaches a wider number of SEN parents and engages them in SEN practice.