



## Accessibility Plan

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Policy Approved by	Local Academy Council
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## Accessibility Plan: Additional Areas

AREA	LOCATION	WHEELCHAIR ACCESS	LIGHTING ADEQUATE	ACTION	DATE
Staffroom	Top of the stairs Next to KS2 toilets	YES (external)	YES	None required	11/1/2025
Main Hall	Front of school	YES	YES	None required	11/1/2025
Toilets Disabled Toilet	KS1 corridor - left hand side of the entrance	YES	YES	None required	11/1/2025
Dining Room	Main Hall	YES	YES	None required	11/1/2025
Outbuilding Classrooms	Sited on rear yards	NO	YES	None required	11/1/2025
Carpark	Front left of school	YES	YES	None required	11/1/2025
Garden Quad	To the rear of KS1 classrooms	YES	YES	None required	11/1/2025

## Accessibility Plan: Entrance and Exits

AREA	LOCATION	WHEELCHAIR ACCESS	LIGHTING ADEQUATE	ACTION	DATE
Main Entrance	Top of slope to office	YES (through the Main Hall)	YES	None required	11/1/2025
Reception Playground	Pathway at front left hand side of school	YES	YES	None required	11/1/2025
Front Elevation Centre	Opposite Main Entrance	YES	YES	None required	11/1/2025
Front Elevation Right	Right hand side corner of Yard 1	YES	YES	None required	11/1/2025
Yard 1	Front of School	YES	YES	None required	11/1/2025
Yard 2	Accessed from KS2 corridor	NO	YES	Highlight steps with paint leading up to Yard 2	11/1/2025
Yard 3	Accessed from KS2 corridor next to Yard 2	NO	YES	Highlight steps with paint leading up to Yard 2	11/1/2025

## Accessibility Plan: Corridors

AREA	WHEELCHAIR ACCESS	LIGHTING ADEQUATE	ROUTES CLEAR	ACTION	Date
Main corridor for offices and KS1corridor	YES	YES	YES	None required	11/1/2025
Corridor leading to Early Years	YES	YES	YES	None required	11/1/2025
Corridor leading to the Main Hall	YES	YES	YES	None required	11/1/2025
Corridor linking KS1 and KS2 corridor	YES	YES	YES	None required	11/1/2025
Top KS2 corridor	YES Through hall door externally	YES	YES	None required	11/1/2025

## Accessibility Plan: Improving Access to the Curriculum

Ref	Question	Recommendations	Time Scale	Priority	Progress notes	Responsibility
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	On going	High	Support from SENCo and specialist teachers	SLT/ SENCo
2	Interventions	SLT to monitor the impact of interventions.	Progress review meetings and through appraisal throughout the year	High		
3	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyslexia	Specialist teacher and SENCo to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Autumn and Spring Term	High		Specialist teacher Speech Therapist SENCO
4	Employ specialists to work in school to address the needs of the children so that they can access the curriculum	Specialist teacher employed (1 day a week)	On going	High	Specialist teacher in place S/L teacher in place	

5	Availability of written material in alternative formats when specifically requested	<p>Policies and information is available on the school website and when requested at the office.</p> <p>Trust staff can translate letters into Polish Italian, Lithuanian, Russian, Urdu and Romanian.</p> <p>These staff can help with the reading and understanding of the information.</p> <p>Parents will receive a text when important information is needed to be shared quickly and to remind parents of events and dates.</p> <p>Large print format of newsletters and other documents to be available on request.</p>	Ongoing	Medium	<p>Translated letters are available as required.</p> <p>Staff provided translation at parents' evening.</p>	Office Staff SLT
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