

Accessibility Action Plan

Key Priority	Actions	Timescale	Desired Impact
All school day trips will be risk assessed and risk mitigated to ensure that children with disabilities are fully included. During the pandemic this may mean we require additional risk assessments and or adapted provision. This will be done as needed to ensure that children with disabilities are fully included	- Advanced planning for trips takes place before the start of the academic year. Risk assessments are completed early, and in conjunction with senior staff. - Risk assessments are dynamic and change with the changing climate during the pandemic. - Appropriate staffing for all trips. - All disabilities to be registered on EVOLVE prior to trip to ensure risks are mitigated.	Ongoing for all school trips	Children with disabilities are fully included in all school trips and provision is adapted to ensure no child is disadvantaged. Arrangements are made in advance to meet the needs of any individuals during a trip.
All school residential visits are fully risk assessed and risk mitigated to ensure that children with disabilities are fully included.	- Advanced planning for trips takes place before the start of the academic year. - Risk assessments are completed early, and in conjunction with senior staff.	Ongoing for all residential trips.	Children with disabilities have the option to join any school residential visit, and appropriate arrangements are in place to adapt a visit as required to meet individual needs.

This will be done in the event of a residential being considered safe but we recognise that due to the pandemic this is unlikely to happen for any of our children during this academic year	• Appropriate staffing and transportation arrangements are put in place to ensure that disabled pupils can access the visit.		Additional planning and preparation with children and their families to ensure any overnight needs are able to be met.
Increase access to the curriculum for pupils with a disability	• To continue to tailor the curriculum to meet the needs of all children. • To continue to use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to ensure it meets the needs of all pupils	Throughout the school year	All children will have access to the curriculum and are able to progress. Necessary adaptations will be made to ensure inclusivity for all children.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps from the outside into each classroom.	Ongoing	All children enrolled to be able to access the physical environment safely.

	• Corridor width • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Markings in the physical environment to show stairs or uneven surfaces. • Fire alarms systems to be visual as well as auditory.		
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Large print resources • Pictorial or symbolic representations • Electronic copies of materials or information	Ongoing	All children to be able to access the delivered content in lessons. Pictorial prompts to be used and larger fonts where there is a need.