

Education Accessibility Plan

This plan needs to be read in conjunction with the following documents:

- SEND Policy
- Single Equality (Culture and Diversity) Policy
- Curriculum Policy
- Accessibility Audit

Our aims are to:

- Increase access to the curriculum for pupils with an intellectual or physical disability.
- Increase access to communicated information and written materials.
- Develop and improve access to the physical environment.

The table below sets out how the school will achieve these aims.

Aim	Actions	Person Responsible	Time Scale	Success Criteria
Increase access to the curriculum for pupils with an intellectual or physical disability.	Ensure appropriate furnishings are sourced and purchased e.g. specialist seating.	Claire Roberts	Prior to new admission and OT advice and involvement.	Learning environments are appropriate to children's needs.
	Ensure appropriate resources to aid communication e.g. proloquo2go.		Prior to new admission and SALT advice and involvement.	Progress with communication noted within SALT assessments and IHEP.

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	Ensure appropriate staffing levels are in place before student admission. Purchasing of appropriate resources to support delivery of learning at appropriate levels. Use of interactive learning technology. Provide weekly SALT and OT. Ensure accessibility of all areas of the school and other offsite activities.		Prior to new admission and ongoing review of needs. Half termly resource orders approved by Claire. Ongoing review. Weekly provision and discussed at board level annually. Ongoing maintenance audits and contracts with offsite provisions.	Safe staffing levels. Classrooms resourced appropriate to learning needs and timetabled activities. A range of IT equipment is available and in use. Regular sessions attended and progress noted in reports from SALT and OT that feed into the annual review cycle. All area of the provision internal and external accessed.
Increase access to communicated information and written materials	Appropriately sourced written materials to enhance learning using a variety of delivery methods e.g. electronic, audible, visual, tactile. Provide training in Makaton, AAC, PECS, and other appropriate vehicles.	Claire Roberts	Prior to new admission and SALT & OT advice and involvement and ongoing review. Induction training prior to new staff starting, ongoing training provided by SALT, external agencies and training centre.	Increased engagement with and understanding of written materials and communicated information. Staff confident with a variety of communication strategies which are employed effectively throughout the school day.

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	Provide visual aids to help with understanding of sequence of the school day i.e. visual time table, now and next, visual sentence strips, technology, photographs, objects of reference.		Prior to new admission and SALT & OT advice and involvement and ongoing review.	Increased engagement with and understanding of communication material and information about their day.
Develop and improve access to the physical environment.	See accessibility Audit. Enabling environments to be safely accessed by all e.g. ensuring health and safety, access and egress. Ensure all areas accessed by young people are safe and secure. Ensure technology, furnishings, play equipment and the environment is regularly inspected, maintained and defects reported.	Claire Roberts Neil Tooth Site Maintenance	2 year review and prior to any future building works. Regular maintenance audits, health and safety checks. Regular maintenance audits, health and safety checks. Regular maintenance audits, health and safety checks.	All future provisions are fully accessible to all. All environments are safe, secure and accessible to all. All environments are safe, secure and accessible to all. All technology, furnishings, play equipment and learning spaces are safe, secure and accessible to all.