

Accessibility, Equality, and Inclusivity Policy

Implementation Plan

Target 1: To ensure all children can participate in all aspects of the school curriculum

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Evaluation
To ensure an inclusive, well-balanced curriculum for all children, including those with SEND.	<ul style="list-style-type: none"> - Provide CPD for all teachers and TAs on Adaptive Teaching to meet the needs of all learners. - Incorporate adaptive strategies into teacher planning, ensuring equality in learning for all. - Regularly assess teaching approaches for inclusivity, ensuring they benefit SEND students. <p>Termly reviews of curriculum accessibility, ensuring SEND students are benefiting equally.</p>	Termly 2024/25,	Class Teachers, SENCO, Deputy Head Teacher Head Teacher	All students, including those with SEND, can access a full, inclusive curriculum and experience success.	
To ensure pupils' progress is tracked and supported via assessment cycles of both subject focus and wellbeing interventions	<ul style="list-style-type: none"> - Monitor SEND students' progress regularly, ensuring any gaps in learning are identified and addressed. - Modify and adapt teaching and support based on individual needs. <p>Termly data reviews and pupil progress checks.</p>	Termly 2024/25,	Headteacher, intervention leaders, SENCO, Subject Leaders	SEND pupils make progress in line with their peers. Swift support is provided to those not on track.	

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Evaluation
To support children with an EHCP in achieving their full potential	<ul style="list-style-type: none"> - Regular meetings with parents to discuss EHCP goals and adapt teaching for full accessibility. - Provide resources and strategies that ensure inclusivity for children with EHCPs. Annual EHCP review and progress monitoring. 	Termly 2024/25,	SENCO, Assistant teachers	Children with EHCPs can meet their goals within an accessible, inclusive learning environment.	

Target 2: To improve the physical environment of the school to increase the extent to which SEND pupils can take advantage of education and associated services

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Evaluation
To improve the physical accessibility for SEND pupils to external services and agencies.	<ul style="list-style-type: none"> - Liaise with parents and external agencies to ensure any physical adaptations meet the needs of new SEND pupils. Regular checks to ensure adaptations meet needs. 	Termly 2024/25	All staff	All pupils with SEND can access physical spaces with ease, ensuring equal opportunity to participate.	
To ensure the safety and accessibility of SEND pupils in the physical environment.	<ul style="list-style-type: none"> - Regularly review risk assessments and PEEPs for SEND pupils. - Ensure school visits and clubs are accessible and inclusive. Termly evaluations of safety measures for SEND students 	Termly 2024/25,	Headteacher, Business Manager, SENCO	SEND pupils are supported with physical adaptations that enable them to participate in school activities.	

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Evaluation
To improve signage and access for SEND pupils.	<ul style="list-style-type: none"> - Ensure school signage is clear and accessible to all students, particularly those with SEND. - Provide visual supports where needed to enhance navigation and communication for SEND pupils. <p>Annual review of school access points, signage, and resources.</p>	Termly 2024/25,	Headteacher, Business Manager, Site Manger	SEND pupils can navigate the school independently and feel included in the school environment.	

Target 3: To improve the delivery of information to SEND pupils and parents

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Evaluation
To ensure all communication with parents is accessible and inclusive.	<ul style="list-style-type: none"> - Provide all school correspondence in accessible formats, offering verbal explanations where needed. - Ensure that SEND information is clear and available on the school website, in multiple formats. Parent feedback on accessibility of communication 	Termly, 2024/25,	Headteacher, Early Years Leader, Business Manager	Parents feel confident that they can easily access information about their child's education and support.	
To enhance the accessibility of information for SEND pupils.	<ul style="list-style-type: none"> - Train staff to use a variety of communication strategies, including visual supports, simplified text, and alternative formats. - Implement assistive technology for students who need it (e.g., screen readers, text-to-speech software). Regular feedback from 	Ongoing, 2024/25,	Headteacher, SENCO Class Teachers, Teaching Assistants	SEND pupils are able to engage fully with the information they need to support their learning.	

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Evaluation
	students and staff on communication strategies.				
To support parents of children with an EHCP.	<ul style="list-style-type: none"> - Ensure clear communication with parents regarding EHCP applications, targets, and annual reviews. - Offer support to parents throughout the process, ensuring they are included in decision-making. <p>Regular communication and annual review with parents of EHCP students.</p>	Termly, 2024/25,	SENCO, Class Teachers	Parents of children with EHCPs feel supported and included in their child's educational journey.	
To ensure staff awareness of SEND and inclusivity.	<ul style="list-style-type: none"> - Review and update SEND records to ensure all relevant information is shared for seamless transitions. - Hold regular staff training sessions on inclusivity and best practices for SEND pupils. - Regular communication and training reviews 	Termly 2024/25,	Headteacher, SENCO, Wellbeing team Admin, Business Manager	All staff are aware of SEND pupils' needs and equipped with strategies to ensure inclusive participation in school activities.	