



Accessibility Plan

| Access to the curriculum | | |
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| Target | Strategies | Responsibility |
| To ensure the school develops children's awareness of disability. | <ul style="list-style-type: none"> • PSHE curriculum and assembly programme is to be reviewed regularly to ensure awareness of disability • Review other areas of the curriculum eg. P.E. • Ensure forest school curriculum considers the impact of a disability • Children are taught positively about diversity in our school and wider community and are valued for all strengths | All staff |
| Ensure that all information used in teaching is presented in an appropriate format. | <ul style="list-style-type: none"> • Modify homework and worksheets –enlarge print, simplify language, use audio/ICT equipment. • Use appropriate language and taped/visual information in delivery if necessary. • Use Dual Coding to support pupils who may be neurodiverse | All staff |
| To ensure pupils have full access to trips and extra-curricular activities | <ul style="list-style-type: none"> • EVOLVE completed and Risk assessment prior to trips • Plan trips and activities with parents to ensure access • Provide support for pupils to ensure they can access out of hours activities | All staff |
| To ensure staff are appropriately trained and ensure the appropriate use of specialised equipment to benefit individual pupils, groups and staff | <ul style="list-style-type: none"> • Ensure that staff are able to identify and support children with disabilities such as dyslexia, ADHD, diabetes etc. • Ensure TA's and support staff have access to specific training for the range of disability needs in our school. Ensure succession planning of support for children through TA and staff training. | Headteacher SENCO All Staff |

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| | <ul style="list-style-type: none"> • Ensure that all staff can differentiate the curriculum and are aware of SEND and specialised resources – eg writing slopes, enlarged print, cushions etc. | |
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| Improving the availability of accessible information | | |
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| Target | Strategies | Responsibility |
| To review information to parents/carers to ensure it is accessible | <ul style="list-style-type: none"> • Ask parents/carers about access needs when a child is admitted to the school. • Ask parents/carers and children about access to information in review meetings • Information regarding SEND is available on our website • Range of communication methods used by school to contact parents such as text messaging and email | Admin and teaching staff Headteacher SENCo All staff |
| To increase support for parents of children with a disability | <ul style="list-style-type: none"> • Ensure that the school prospectus/information explicitly welcomes children with SEND • Ensure all staff gather appropriate information before a child starts in school and shares with appropriate staff members (SENCO, HT) • Encourage parents of children with a disability to support their children's education • Encourage parents of children with a disability to support their children's education and are aware of support that is available through West Berkshire Services Guide and Local Offer | Headteacher and Governors All staff |

| Improving the Environment of the School | | |
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| Target | Strategies | Responsibility |
| To provide appropriate access to all users – to be aware of the access needs of disabled children, staff, governors, parents and carers and visitors. | <ul style="list-style-type: none"> • Seek information on the needs of users and pupils • Ensure risk assessments are in place where required to support the needs of pupil and staff • Ensure PEEP's (Personal Emergency Evacuation Plan) are written for individuals who may not be able to reach an ultimate place of safety | All Staff SENCo |

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| | <p>unaided or within a satisfactory period of time in the event of any emergency</p> <ul style="list-style-type: none"> • Maintain wheelchair access to the school and a wheelchair accessible toilet • Conduct and review classroom sensory audits to support neuro-diverse pupils | |
| To improve signage | <ul style="list-style-type: none"> • Put up clear signs in the entrance and other areas – in different languages and formats • Ensure that all pupils understand fire notices • Clear signage for emergency exits and regular emergency evacuation and Lockdown drills in place (regular testing of alarm systems and Emergency Lighting) | <p>Administration staff Headteacher WBC</p> |