

Appendix 1: Accessibility Plan

1.1 The School's Accessibility Plan has been reviewed on 21 May 2025.

1.2 Objectives are categorised according to the three aspects:

- A. Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum.
- B. Improving the accessibility of written information.
- C. Improving the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.
- D. Improving general accessibility for visitors

Aspect	Target(s)	Strategies	Outcomes	Timeframe(s)	Goals Achieved (Yes/No + Date)
Curriculum Access (A)	Provide differentiated resources for students with dyslexia, dyscalculia, and visual impairments.	<ul style="list-style-type: none"> • Train staff in creating accessible materials (e.g., dyslexia friendly fonts, tactile diagrams) • Procure assistive tech (e.g., screen readers, speech-to-text software) 	100% of lesson materials available in accessible formats by Q3 2026.	2025–2028	No (In progress)
IT Resources (A,B,D)	Ensure school website and learning platforms meet Web Content Accessibility Guidelines 2.1 AA standards.	<ul style="list-style-type: none"> • Audit website accessibility using tools like WAVE • Procure compatible screen reader software for all devices • Train students/staff to use assistive technologies (e.g., Immersive Reader) 	Website passes WCAG 2.1 AA compliance, test by Q4 2026, 95% of staff trained in assistive tech.	2025–2028	No (In progress)
Communication (D)	Ensure parents/carers with disabilities receive information in accessible formats.	<ul style="list-style-type: none"> • Offer translated materials in Braille, large print, and audio • Use plain English for all policies • Provide British Sign Language interpreters for key events (e.g., parents' evenings) 	80% of parents report improved accessibility of communications (via annual survey).	2025–2028	No (In progress)
Social & Emotional Inclusion (A)	Support students facing social barriers (e.g., anxiety, autism) to participate in group activities.	<ul style="list-style-type: none"> • Implement peer mentoring programs • Train pastoral staff in social skills interventions • Create structured lunchtime clubs with clear routines 	40% increase in participation in group activities by students with social needs (via attendance records).	2025–2028	No (In progress)

Mental Health & Wellbeing (A)	Reduce barriers for students with anxiety accessing exams and assessments.	<ul style="list-style-type: none"> • Train staff in exam access arrangements • Provide quiet rooms with sensory adjustments for exams • Offer pre-exam anxiety workshops 	20% increase in exam participation by students with anxiety (via attendance data).	2025–2028	Ongoing
Staff Training (A)	Train 100% of staff on supporting students with disabilities (e.g., autism, ADHD, sensory needs).	<ul style="list-style-type: none"> • Deliver biannual SEND awareness workshops • Partner with external specialists (e.g., occupational therapists) for sensory needs training • Create staff accessibility toolkits 	100% staff attendance recorded; 90% report improved confidence in supporting needs (via post-training surveys).	2025–2028	No (In progress)
Physical Environment (C)	Ensure full wheelchair access to all school areas (including outdoor spaces).	<ul style="list-style-type: none"> • Install ramps and automatic doors. • Ensure corridors and doorways meet a minimum width of 900mm. • Audit playgrounds for wheelchair friendly surfacing 	100% of classrooms, corridors, and outdoor areas will be fully accessible by 2025.	2025–2028	No (In progress)
Sensory Needs (A)	Create sensory-friendly learning environments for students with autism or sensory processing disorders.	<ul style="list-style-type: none"> • Install sound-absorbing panels in classrooms • Provide sensory tools (e.g., noise-cancelling headphones, noise-cancelling earbuds, fidget toys, sensory putty or stress balls) • Designate quiet zones in common areas 	100% of classrooms have sensory adjustments 50% reduction in sensory-related behavioural incidents (via incident logs).	2024–2025	No (Drafting stage)
Transportation (C)	Ensure accessible transport for students with mobility impairments.	<ul style="list-style-type: none"> • Audit the school bus fleet for wheelchair access 	50% of school buses equipped with lifts/ramps by 2026.	2025–2028	No
Parental & Carer Involvement (D)	Enable parents with disabilities to attend school events.	<ul style="list-style-type: none"> • Ensure all event venues are accessible • Provide home visits for parents unable to attend in person • Use virtual platforms (e.g., Teams) for remote participation 	90% of parents report accessibility of events (via post-event surveys).	2023–2025	No (In progress)
Community Links (D)	Partner with local organisations to enhance accessibility beyond the school.	<ul style="list-style-type: none"> • Host joint training sessions with community groups • Share resources (e.g., accessible sports facilities) 	2 new community partnerships established by 2026.	2025–2028	No (In progress)

Policy & Governance (D)	Review and update the accessibility policy to reflect current legislation.	<ul style="list-style-type: none"> • Consult with stakeholders (students, parents, staff) via surveys and focus groups • Publish policy on school website • Align with Equality Act 2010 and SEND Code of Practice 	Policy approved by HAB3 and shared with all stakeholders by the summer term 2025.	2025–2028	No (In progress)
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