

Equality & Inclusion				
Targets	Strategies	Timeframe	Outcome	Goals Achieved
To ensure all policies, where necessary, consider the implications of disability access.	During natural review of policies, consider and include measures to address disability access.	On-going	Policies are fully inclusive of issues related to disability and reflect current legislation.	Overview of policies created 2022 to track and ensure due regards to disability and equality.
To encourage effective playtimes for those children with social and emotional needs.	Welfare staff to actively engage and encourage collaborative play with identified children at lunch and playtimes.	As required	Children with social and emotional needs participate in active and fulfilling play with their peers.	Games guidance and tighter monitoring of effective play has reduced the number of playtime incidents.
Improving Curricular Access				
Targets	Strategies	Timeframe	Outcome	Goals Achieved
To ensure each aspect of the curriculum is reviewed and always accessible.	Subject leaders ensure they have considered needs of the children.	Annual subject review	All children have access to learning provision.	Adapted learning is provided for children with SEND to ensure they access all areas of the curriculum.
To ensure staff receive relevant training to support children accessing the curriculum.	Provide relevant training for staff to support the learners in their care.	Annually	Pupils with SEND can access lessons with support from school staff.	EG is now a Language Lead for the school supporting SAL learning across KS1. All staff have received training linked to SEMH and a clear graduated pathway has been shared with staff. MCC attended training for supporting children with ASD and ADHD.

To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, foot rests, communication aids etc.	Review as part of IEP/SEN Support Plan reviews.	All children will be able to work as independently as is possible.	Resources purchased in a timely manner to support individual children.
To ensure that all school visits and trips are accessible to all pupils.	Ensure venues and means of transport are vetted for suitability.	On-going	All pupils are able to access all school trips and take part in a range of activities.	The majority of staff are first-aid trained. Educational visits are planned with appropriate ratios to needs of the pupil to ensure inclusion e.g. road safety. Smaller ratios for physical activity based trips introduced in June 2024.
To ensure children with additional needs can take part equally in lunchtime and after school activities, as necessary.	Discuss with colleagues running clubs, individual needs. School to ensure that support is provided for these pupils when required.	As required	Children with additional needs participate equally in out of school/ lunchtime activities.	Games guidance and tighter monitoring of effective play has reduced the number of playtime incidents.
Improving Physical Access				
Targets	Strategies	Timeframe	Outcome	Goals Achieved

All staff are aware of any access needs of staff, children, parents or visitors.	Audit of physical environment and potential barriers for new visitors to site.	On going	School is aware of accessibility barriers to its physical environment and will make a plan to address them if needed.	Health & Safety needs shared weekly in staff meetings.
As pupils with disabilities/SEN move to different classrooms, ensure that an environmental audit is carried out to access any physical improvements which need to be made to the classroom.	HT & SENCO, Teachers & TAs will assess each classroom suitability for pupils with SEN/disabilities.	Summer term annually	Ongoing modifications will be made to the classroom ready for the new academic year.	New resources purchased for the start of the 2022-2023 academic year. Audit of all classroom provision took place July 2023 to ensure resources are still appropriate. On-going into 2023-2024, with provision made for an individual work station in the year two classroom.
Improving Delivery of Written Information				
Targets	Strategies	Timeframe	Outcome	Goals Achieved
Ensure we ask all staff/ children/parents/carers to indicate access needs when joining the school.	Ask at 1:1 meetings with prospective parents. Ensure this is covered during recruitment process.	On-going	All who are a part of the school will feel welcomed and valued.	Included within the 'All about Me' book for Reception starters. Data form identifies SEND need

Accessibility Plan 2021-2024 Final Review

To provide written communication in various formats.	Make parents and visitors aware that our information can be sent via email, text, website and that formats and fonts can be changed. Larger print copies will be made available.	On-going	All connected with school will have access to the necessary information.	Induction (Rec) and annual welcome meetings clearly outline communication methods.
Review procedures for disseminating information to parents to ensure it is accessible and effective.	Audit of information and delivery procedures SENCO	Annually	School is aware of accessibility gaps to its information delivery procedures.	2022 parental survey identified parents were unsure of when/what intervention was happening. 2023- SEND page of the website was updated and links to supportive sites for children with specific needs. All statutory documents are clearly labelled on this page. Sep 2023- Intervention leaflet and letter sent to all parents when their child participates in an intervention group.