

Appendix 4- Accessibility Action Plan 2023-25- In conjunction with the THLT Equality Policy

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To ensure individual needs are reviewed termly with pupils, teachers and parents.</p> <p>To review current curriculum resources used for pupils with disabilities.</p> <p>To ensure that curriculum resources and books include examples of people with disabilities.</p> <p>To ensure that external providers meet accessibility standards and requirements for individual need.</p> <p>To ensure that pupils with disability have equal access to sports and</p>	<p>SEND provision maps include accessibility provision. Curriculum resources identified on provision maps.</p> <p>Audit of current resources/ explore investment of new material.</p> <p>Ensured access and provision for swimming/ participating in off -site events/ participating in residential/ school trips.</p>	<p>SENCO</p> <p>All staff</p> <p>All staff/ HT</p>	<p>Ongoing. Termly review.</p> <p>Dec 2019</p> <p>Ongoing</p>	<p>Provision maps clearly identify accessibility provision and additional curriculum resources being used.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>All risk assessments identify pupils with disability and appropriate access arrangements.</p> <p>Named staff attend off site events to support pupils with disability</p>

		extra-curricular clubs.				and ensure equal access.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Consideration of corridor width/ door widths • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Classroom seating appropriate to need • Classroom furniture appropriate to need 	<p>To ensure the school site map clearly identifies access variation.</p> <p>To ensure SEND provision maps identify environment adaptations for all pupils.</p> <p>To improve access and different options for all pupils moving from lower field (MUGA/Y6) to upper playground.</p>	<p>Review the school site map. Revised version showing access for pupils with disability.</p> <p>Additional information on provision maps.</p> <p>Continue exploring options for improved outdoor access/ alternative to the steps.</p>	<p>Site Manager</p> <p>SENCO</p> <p>Site manager</p>	<p>April 2019</p> <p>April 2019</p> <p>Ongoing</p>	<p>School site map clearly identifying access for disability.</p> <p>SEND provision maps clearly identifying environmental adaptations.</p> <p>Staged ramp as an alternative to the steps.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. According to need this could include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Braille • Induction loops 	<p>To ensure communication methods are matched appropriately to need as identified on SEND provision.</p> <p>To ensure all staff are familiar with ICT so that information can be presented in different ways.</p> <p>Liaise with external agencies for</p>	<p>SENCO advice and support for class teachers.</p> <p>Staff awareness/ training</p> <p>SENCO referral for external support as appropriate.</p>	<p>SENCO Class teachers</p> <p>SENCO/ IT support</p> <p>HT/ Site manager</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Academic year: 19/20</p>	<p>Individual needs are met with the best available methods.</p> <p>ICT is used effectively to support learning and improve methods of communication.</p> <p>External specialists are used for support/</p>

		<p>further support and training for staff as needed.</p> <p>Consider installation of induction loops in the school hall/ classrooms as appropriate.</p>	<p>Cost to install induction loops. Review current/ future needs.</p>			<p>improved methods of communication.</p> <p>School hall has induction loops to improve communication for all pupils/ staff/ visitors with hearing impairment.</p>
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