

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes	Updates 2025
Ensure the school curriculum continues to be fully accessible to all pupils including those with a disability.	Audit school population (pupils/parents/staff) to identify those with a disability and specific needs in order to identify those who may need additional or different provision. Set up a system of individual access plans for disabled pupils when required. Ensure all staff are aware of disabled children's curriculum access. Increase confidence of all staff in differentiating the curriculum through relevant CPD and specialist input Ensure classroom support staff have specific training on disability issues Make sure necessary software is installed where needed and appropriate training given. Use ICT software to support learning	Summer 2026	SENDCo/SLT	Disability and medical records are up to date for current school population and parents and appropriate provision and adjustments are in place where necessary. All staff aware of individuals needs and plans as appropriate. Raised staff confidence in strategies for differentiation and increased pupil participation and progress. Lesson observations demonstrate improved skills in using a range of strategies to support children's needs. Wider use of SEN resources in classrooms	All medical procedures aligned and centralised. Arbor updated with all information. Member of staff allocated to oversee medical procedures. Supported by admin team. Individualised plans shared with relevant teachers and TAs. Medicines policy updated and approved by governors. First aid training up to date, including paediatric first aid. CPD from SENCO and outside agencies to improve classroom provision. Technology use extended with more provision and installation of specialist programs such as Clicker and Nessi and Widgit. SEND best practice circulated with dedicated staff meeting time. Widgit investment for all class to align resources and labelling continues. Sensory room and sensory equipment to support individual pupils. Hall space utilised for break out space for individual pupils (including crash mats, trampete etc.) Specialist/adapted equipment bought for individuals (i.e. scissors)

Disabled pupils are encouraged and supported to attend after school activities, school trips and play times.	Carry out audit of clubs attended, trips and visits by disabled pupils. Involvement in school community and wider school life (School Council etc.) Designated TAs are used to support an individual's SEND needs (after school clubs, playtimes)	Spring 2026	SENDCo All staff	Disabled pupils attend a variety of after school clubs and play an important role in the school community. Children with disabilities access school trips, special events and are supported at play times. Disabled pupils feel safe and well supported as an active member of school life.	TAs used to support all break times and lunch times to ensure access to outdoor space for all children. Clubs and trips available to all pupils. Staff on field weeks with dedicated role to administer and monitor medicines.
---	---	-------------	-------------------------	---	---

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes	Updates 2025
To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are known and met.	To create access plans for individual disabled pupils as part of the SEN Profile process when required Be aware of staff, governors and parents access needs and meet as appropriate. Consider the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning improvements.	Beginning of the academic year. Ongoing	SENDCo/ SLT SENDCo/SLT	All staff, parents, pupils and governors feel confident their needs are met at school. Parents have full access to all school activities. All pupils Visually impaired people feel safe and confident to access and negotiate the school grounds. All disabled/SEN pupils and staff working alongside them are safe in the event of a fire. All fire drills are successful and children are evacuated efficiently	Individual access plans created where appropriate. Parking permits are limited and will be assessed by application Paths and corridors clear for access. Widget investment for all class to align resources and labelling for consistency across school using words and visuals. PEEPs created for pupils as necessary. Termly fire drills in place. School signage updated and in line with Health and Safety requirements.
To ensure that the physical and visual environment is engaging, informative and suitable for all	Displays and signs are clear following guidelines for a Dyslexia friendly school Playground, step, fire exit signs and markings need to be clear and regularly refreshed. Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils who require this.	Ongoing	All staff SENDCo /Head of Learning / Site Manager		
Ensure all pupils can be safely evacuated in the event of a fire or other emergencies.		Beginning of the academic year.			

Target / Aim	Actions	Time-scale	Responsibility	Success Criteria / Outcomes	Updates 2025
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and clear, simplified English.	Ongoing	School Office/ all staff	All parents receive information in a form that they can access.	Arbor used for all correspondence and replies. Parents utilise support from admin staff as needed.
	Meetings with parents include a mixture of communication methods.	Ongoing	School Office	All parents receive the necessary support in completing forms and accessing information.	Admin staff familiar with families who may need verbal as well as written correspondence.
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Beginning of academic year	Head of Learning/ Website manager		Reply slips on Arbor to ensure admin team can keep on top of responses and offer support if necessary.
	Increase the variety of ways parents can access communication from school e.g. text messages and school Facebook page	Ongoing	Head of Learning/ Website manager	All parents understand what are the headlines of the school information	Face to face meetings with parents and phone calls home where necessary. Website up to date with relevant dates. PTFA page on Facebook used for reminders. Text message system on Arbor used to convey messages quickly.

Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENDCo	Staff feel confident to produce their own information/ documents that follow these guidelines	Dyslexia friendly classroom criteria given to staff in staff meeting time. SENCO support with implementing consistent practice. Nessi purchased as a screening tool and resource to target specific difficulties.
---	--	---------	--------	---	---