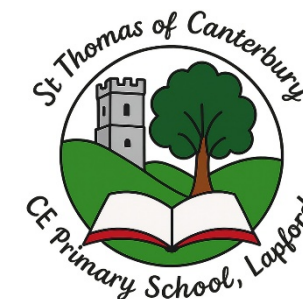


Accessibility Action Plan 2025/2029



Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To review potential intake for Sept 2022	To identify pupils who may need additional to or different from regular provision for Sept 2025 intake to ensure that reasonable adjustments can be made. To deliver an improved understanding and application of tolerance and diversity across wider school and community life from the beginning of child’s learning journey.	Sept 2025 onwards	<ul style="list-style-type: none"> • Head of School • SENDCo • EYFS teacher • Pre –School Leads 	<ul style="list-style-type: none"> • Procedures / equipment / ideas set in place by Sept 2025.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010 Ongoing 2025-2029	Ongoing 2026 / 2027	<ul style="list-style-type: none"> • Directors/HoS • SENDCo • All subject leaders 	<ul style="list-style-type: none"> • All policies clearly reflect inclusive practice and procedures
	To establish close liaison with parents	To ensure collaboration and sharing between school and families. To ensure parent and pupil engagement in learning and school community, across all activities are delivering equity, fairness of access and enjoyment for all groups or need.	Ongoing /Termly.	<ul style="list-style-type: none"> • HoS • SENDCo • All Teachers • TAs 	<ul style="list-style-type: none"> • Clear collaborative and transparent working approach. • Clear communication to discuss the activities and support that will help achieve individual targets /outcomes and identify the responsibilities of the parent and the school.

	<p>To establish close liaison with outside agencies for pupils with on-going health needs e.g. children with severe asthma, epilepsy or mobility issues.</p>	<p>To ensure collaboration between all key personnel. To deliver a coherent, inclusive curriculum model which supports achievement for all pupils due to effective analysis of race, gender and disability needs, identifying priority trends and pupil group provision needs.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • HoS • SENDCo • All teachers / TAs • Outside agencies 	<ul style="list-style-type: none"> • Clear collaborative and transparent working approach
	<p>To ensure full access to the curriculum for all children</p>	<p>An adapted curriculum with alternatives offered so all pupils can achieve the best they can. To use the EYFS framework / Early Learning Goals to track individual pupil levels of development. The use of Pre-Key Stage Standards to support and meet their duties in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. A range of support staff including trained teaching assistants e.g. speech and language, Makaton</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • HoS • SENDCo • Teachers • TA's • Outside agencies as required 	<ul style="list-style-type: none"> • Advice taken and strategies evident in classroom practice • All children supported and accessing the curriculum

MEDIUM TERM	<p>To finely review attainment of all SEN pupils</p>	<p>To use the EYFS framework / Early Learning Goals to track individual pupil levels of development. The use of Pre-Key Stage Standards to support and meet their duties in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. Assessment of pupils' progress and development regularly throughout the year.</p>	Termly	<ul style="list-style-type: none"> • PDEH / Head of School • Class teachers • SENDCo • Parents/Carers 	<ul style="list-style-type: none"> • Progress made towards targets / EHCP's and Provision maps as appropriate. • Provision mapping shows clear steps and progress made • A continuous cycle of 'assess, plan, do and review' to take place, which enables the pupils' achievements and progress to be measured over time • The trust promotes consistency and a common language amongst schools and all those working with the pupils.
	<p>To monitor attainment of more able pupils working at GDS</p>	<p>Appropriate adaptation to extend GDS learners</p>	Ongoing	<ul style="list-style-type: none"> • PDEH • HoS • Class teachers • SENDCo 	<ul style="list-style-type: none"> • GDS pupils making proportionate progress. • Achieving above average / national results
	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of the variety of learning styles when teaching.</p> <p>To identify the adaptations needed to be made to refer to specialist education providers.</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) e.g. features such as sticky keys and filter keys to aid disabled users in using a keyboard. Use of alternative means of recording as required to enable disabled pupils to participate successfully in lessons to achieve their potential. Creating positive images of disability within the school environment and resources, so that pupils grow into adults who have some understanding of the needs of disabled people.</p>	Ongoing	<ul style="list-style-type: none"> • HoS • Whole school approach and school expectation of equality for all 	<ul style="list-style-type: none"> • Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. • Ensuring that the needs of all disabled pupils, parents and staff are represented within the school. • Partnership with other schools in the Trust to ensure consistency with moderation and CPD • Communication with parents and carers regularly to set clear targets, outcomes and review progress towards them.

LONG TERM	To evaluate and review the above short- and medium-term targets annually	As above	Annually	<ul style="list-style-type: none"> • HoS • SENDCo • Key leads • Directors 	<ul style="list-style-type: none"> • All children making good progress. • Engagement identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing / decline in pupils' performance.
	To deliver findings to the Board	Termly Board meetings Regular half-termly meetings with SENDCo / SEN Director	Annually Termly SEN Director / SENCO meetings	<ul style="list-style-type: none"> • HoS • SENCO • SEN Director 	<ul style="list-style-type: none"> • Directors fully informed about SEN provision and progress • SEN director has regular meetings with PD Executive head / HOS /SENDCo • SEN always on meeting agendas

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	<p>Improve physical environment of school to enable the majority of pupils' school experiences to be positive.</p>	<p>The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. For example:</p> <ul style="list-style-type: none"> • Wheelchair access as necessary • Toileting facilities • Highlighted steps for visually impaired • Secure fencing / gate entry access into the school 	Ongoing	<ul style="list-style-type: none"> • HoS • SENDCo • Cleaner • Caretaking team 	Enabling needs to be met where possible depending on school building and site of school.
	<p>Ensure visually stimulating environment for all children</p>	<p>Displays in classrooms meet needs of pupils' e.g. clearly bordered walls to support those with sensory processing needs. A range of inviting play areas.</p>	Ongoing	<ul style="list-style-type: none"> • Teaching and non-teaching staff 	Engaging and adaptable environment maintained.

	Ensuring all with a disability are able to be involved.	Create access plans (within IEPs) for individual disabled children as part of SEN planning process. Undertake confidential survey of staff and directors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	Ongoing	<ul style="list-style-type: none"> • HoS • Teaching and non-teaching staff. • SENDCo 	Enabling needs to be met where possible. Parents and carers should also be involved in setting out the aspirations and expectations for their child. This dialogue with parents and carers plays an important role in holding schools to account for the education that they provide.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. Medical information compiled and accessible for all staff. Medical files updated regularly for all classes. Referrals as required.	With immediate effect to be constantly reviewed	<ul style="list-style-type: none"> • HoS • SENDCo • Safeguarding Officer • School nursing team 	Medical needs addressed and supported through individual Risk Assessments as needed for visits / residential etc. Health care plans drawn up and easily accessible for all staff.
	Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect children. Arrange interpreters from the RNID to communicate with deaf parents if required. Offer a telephone call to explain letters home for some parents who need this. Adopt a more proactive approach to identifying the access requirements of disabled parents. Offer remote meetings via Zoom/Teams	With immediate effect to be constantly reviewed	<ul style="list-style-type: none"> • HoS • Whole school team • SENDCo 	To ensure that disabled parents are not discriminated against and are encouraged to take active interest and involved in their child's education.
MEDIUM TERM	To improve community links	School to continue to have strong links with Trust schools and the wider community.	Ongoing	<ul style="list-style-type: none"> • HoS • Whole school team 	Improved awareness of disabilities / the wider community of North/Mid Devon Improved community cohesion

LONG TERM	Continue to develop playgrounds and facilities	Ongoing sourcing of funding opportunities PE premium.	Ongoing	<ul style="list-style-type: none"> • Whole school approach • PE Lead 	Inclusive child-friendly play areas.
	To ensure car park, roads, paths around school are as safe as possible.	Communication with parents via safety messages /newsletters Signage for car park improved to keep access for staff, external agencies / disabled pupils & parents.	Ongoing	<ul style="list-style-type: none"> • Buildings and Premises manager • HoS 	No accidents on / outside the school premises

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Parents with a hearing impairment	As required - Interpreter provided for parents' evenings.	Ongoing	<ul style="list-style-type: none"> • Class teacher • SENDCo 	Effective and meaningful two-way communication in place.
	To ensure all children with ASD have access to the curriculum	Regular parental communication as needed. Individualised multi-sensory teaching strategies used for ASD children. Regular staff CPD	Ongoing	<ul style="list-style-type: none"> • All staff to be aware 	ASD children able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	Raising awareness of font size and page layouts to support pupils with visual impairments. Coloured overlays and specific coloured exercise books – dyslexic pupils. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible.	Ongoing	<ul style="list-style-type: none"> • HoS • SENDCo • Class teachers • Office Staff 	Clear communication and all able to access key information.

MEDIUM TERM	To review children's records ensuring school's awareness of any disabilities	Information collected about new children / admission info on medical needs. Records passed up to each class teacher. End of year class teacher meetings Annual reviews SEN meetings Medical forms updated regularly for all children with Healthcare Plans. Health problems – children's photos displayed on notice board / info kept in separate file in medical cupboard.	Annually or as needs arise / become apparent.	<ul style="list-style-type: none"> • SENDCo / SEND TA's • Teachers / TAs • Outside agencies • Office staff 	Each teacher / staff member aware of disabilities of children in their classes
LONG TERM	In school record system to be reviewed and improved where necessary (Records on Sims / network / protected).	Record keeping system to be regularly reviewed and updated termly. School Admin staff to contact parents termly to check information is still correct and to ensure correct medication (in date) is in school if required.	Continual review and improvement	<ul style="list-style-type: none"> • SENDCo • SEND TA • Whole school team. 	Effective communication of information about disabilities / medical needs throughout school