



High Aspirations, Moral Strength, Spiritual Depth

At Andrews' Endowed CE Primary School, we nurture each child and value their uniqueness. We are a fully inclusive church school deeply committed to the pupils, parents and community we serve.

Through a broad and challenging curriculum, we encourage our children to become deep thinkers, resilient learners and compassionate, responsible citizens.

Our children leave Andrews' Endowed as aspirational, articulate and empowered life-long learners; equipped with the moral strength and spiritual depth they need to make their world a better place.

Our Christian values of Love, Courage and Respect underpin all that we do.

Rationale

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education and subsequently the Equalities Act 2010 identified that schools and Governing Bodies have three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equalities Act:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.



Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, including working with the Local Authority and the Diocese of Winchester and Portsmouth.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

School Context

Andrews' Endowed CE Primary is a one form entry primary school, with 180 pupils on roll. There are typically around 17% of pupils on the SEND Register, including those at SEN Support and those with an Education and Health Care Plan (EHCP).

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

Activity

Andrews' Endowed CE Primary School has high expectations for pupils with disabilities and expects them to be able to participate and achieve in every aspect of school life. Our commitment to equal opportunity is driven by our belief in inclusion for all.

We are committed to making sure that we:

- set suitable learning challenges



- respond to pupils' diverse needs
- overcome potential barriers to learning and assessment for individuals

The school works closely with feeder schools and outside agencies to identify individual pupil needs, before they arrive at the school, whilst they are moving through it and in preparing feeder schools to receive pupils from us. When preparing to work with disabled pupils, the school always ensures a high level of staff awareness of the pupil's needs in relation to:

- The curriculum
- The physical environment of the school

In doing this, we aim to take account of the following:

- The presence of disabled pupils in school and the pattern of their participation in school life
- The profile of disabled pupils admitted to the school in the past, those coming into the school now and those who might attend in the future
- Patterns of attendance and exclusion
- The participation of disabled pupils in off-site activities
- Any areas of the school to which disabled pupils may have limited access (the upper floor of the listed school house is not accessible and therefore activity should never take place there which might discriminate against a particular child or group of children)
- The potential impact on disabled pupils of the way the school is organised
- The school's policies, practices and procedures relating to for example anti-bullying and school trips
- The way risk assessments are carried out as well as learning and teaching, time-tabling, and the administration of medicines
- The outcomes for any disabled pupils, including a detailed analysis of progress data, learning and end of key stage outcomes

The school will

- Set suitable learning challenges
- Respond to pupils diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

The school aims to identify and remove barriers to disabled pupils in every area of school life and make all children feel welcome irrespective of race, colour, creed or impairment.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key



principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

Setting suitable learning challenges

Responding to pupils' diverse needs

Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Main priorities:

Increasing the extent to which disabled pupils can participate in the school curriculum

- Ensure that teachers and LSA's have necessary training to teach and support disabled pupils
- Ensure the classrooms are optimally organised for disabled pupils
- Ensure all lessons provide opportunities for all pupils to achieve
- Check that all lessons are responsive to pupil diversity
- Provide lessons that involve work to be done by individuals, pairs, groups and the whole class
- Ensure that all pupils are encouraged to take part in music, drama and physical activities
- Check that staff recognise and allow for the mental effort expended by some disabled pupils i.e. lip reading for a deaf child, physical exercise for some disabled children.
- Ensure that all children can access computer technology
- Check that school visits are open to all
- Provide high expectations of all pupils
- Seek to remove all barriers to learning and participation

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and the associated services:

- Check the layout of areas allow access for all pupils
- Identify accessible wheelchair routes even within the Georgian schoolhouse
- Check that pathways around the school are logical and well signed
- Ensure emergency and evacuation systems inform all children, alarms being visual and auditory
- Provide décor and signage suitable for all children and not confusing or disorientating to those with visual impairment, autism or epilepsy



- Check that all areas are well lit
- Check to reduce background noise for hearing impaired children
- Ensure furniture is selected and located to suit all children

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Provide information in simple language, symbols, large print, audio tape or Braille for pupils who have difficulty with standard forms of print
- Ensure information is presented in user-friendly ways to disabled pupils when working in groups
- Provide written information in different formats as required
- Ensure staff are familiar with technology and practices to support disabled pupils
- Check preferences expressed by the pupils or their parents

Education & related activities

The school seeks and follows the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals.

We are committed to ensuring that teachers and teaching assistants have the necessary training to teach and support disabled pupils. This is delivered through a variety of methods, including INSET and outreach from local providers. We work with our staff seeking to remove all barriers to learning and participation. We work together to achieve appropriate classroom organization for disabled pupils.

We provide guidance, support and training for our staff to ensure that they appreciate the particular needs of each individual pupil. This includes ensuring their understanding of the impact of physical demands on that pupil – the energy expended by lip reading, or fine motor tasks such as writing, for example.

Appropriate adaptations are made to tools and equipment, including IT equipment, with guidance and support from the physical impairment team at the Local Authority.

We ensure that our disabled pupils have equality of opportunity in drama, access to musical opportunities and PE. Where appropriate, an adapted PE curriculum is developed, combining aspects of physiotherapy and other physical exercise as identified on the pupil's individual education plan. We are committed to ensuring that disabled pupils have full access to extended services, including lunchtime and after school clubs.

We are committed to full inclusion for our disabled pupils, and seek to ensure that they are enabled to participate in all school trips, enrichment activities and residential. This may require adaptations to events; will always require us to work closely with families to enable them to trust that their child will be safe; and often involves liaison with advisors to ensure that we have made the correct provision for our disabled pupils.



Physical environment

The school will take account of the needs of pupils 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, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The school's setting, in an 18th Century Listed Georgian schoolhouse with associated Victorian additional buildings has posed some challenges to disability access in the past. There are some areas of the school, particularly in the old school house, which are less accessible to disabled users, and some adaptations to day to day organisation are necessary when classes use these areas. Long term adaptations in this part of the school are made additionally difficult by the school's listed status, which determines some matters such as permission for structural adaptations and colour schemes we are permitted to choose.

The extension to the main school with the KS1 classrooms, provide full accessibility. There is an accessible toilet with an integral shower, located in the centre of the building, and easily accessible from all classrooms and the hall. One classroom is fitted with an induction loop and three classrooms have acoustic ceilings.

Our Fire Plan includes Personal Emergency Evacuation Plans for any disabled pupils. Emergency lighting and audible/visual alarms are in place in the accessible toilet.

All classrooms have direct access to the outside playground, and in 5 out of 7 classes this is level access. The playground and all routes to the hall are either level or ramped. Two of the oldest classrooms have stepped exits to the playground, due to the sloping nature of parts of the site. It is not possible to improve to these exits as there is no way to ramp these exits safely or effectively.

The whole area of the playground is level and wheelchair accessible. The same cannot be said of the playing field, which forms a large part of the play space during the summer months however, the running track is level and wheelchair accessible. We have a wooden Adventure Playground, which has a play bark surface, and is not currently wheelchair accessible. The Outdoor Classroom has a ramped entrance and a level exit, making it accessible to all. The Acorns play area is on a hill and is not wheelchair accessible.

Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. This may include leaflets, newsletters and other documents for parents and carers, and curriculum related materials for pupils. This could entail the adaptation of materials into simple language, the use of symbols, large print or Braille. Wherever possible, the school will equip itself over time to produce these materials on site, and ensure that they are provided to parents and pupils in a timely manner.

Action Plan

See attached (Appendix 1)



Control Box

Version	3	Date/Effective from	Summer 2024
Author	Gemma Gundry	Review Date	Summer 2027
		Responsibility	Headteacher SENDCo Governing Body

Associated Policies, Documents, Agencies:

SEND Policy

Supporting Pupils in the Administration of Medicines

Equalities Policy



APPENDIX 1

Andrews' Endowed CE Primary School Accessibility Plan - Revised Summer 2024

Introduction

This plan identifies the ongoing actions of the Governing Body of Andrews' Endowed CE Primary School to increase access to education for disabled pupils in the following three areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery of information to disabled pupils which is provided in writing for those who are not disabled

This plan also identifies the ongoing actions of the Governing Body to increase access to the school and improving delivery of information for members of the general public and potential users of the school, whether they be potential pupils, parents, staff, governors, or visitors.

Vision and Values

At Andrews' Endowed CE Primary School we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide.

We are further committed to fostering a culture of awareness, tolerance and inclusion within our school.

Our School Building

Our building comprises of a Georgian School House at the front of the site, with adjoining buildings from later periods in history. There are a number of complexities regarding access arising from our historic site which we are committed to overcoming for any users of our building with disabilities.

Information from pupil data and school audit

IDENTIFICATION

- The school currently has an average of 17% pupils with varied needs on the SEND register. The Special Educational Needs of the pupils include a range of language difficulties including speech and language difficulties and dyslexia, dyspraxia, autism spectrum disorder, and emotional and behavioural difficulties. In addition, there are from time to time a small minority of pupils in the school who are not on the register, but who have specific medical needs, including those with severe allergies, those with asthma, and those with epilepsy.



- There are established procedures for the identification of pupils with Special Educational Needs and Disabilities.
- There is regular home/school liaison for all pupils at our school.
- Data is obtained on future pupils to facilitate advance planning, including pupils entering the Foundation Stage and those transferring from other schools.
- Detailed pupil information is given to all relevant staff.

STAFFING

- Teachers and teaching assistants receive SEND training as appropriate to support specific needs. Teachers work closely with teaching assistants to address pupils' Individual Education Plan (IEP) targets and liaise with parents/carers, specialist and support services.
- Teaching assistants are deployed to cover a range of needs, including speech and language, emotional literacy support, occupational therapy, as well as literacy and numeracy support.

INCLUSION

- All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included fully in dramatic productions, music, PE and assemblies.
- School visits, including residential visits, are made accessible to all children irrespective of attainment or disability.
- Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- Access to information within the classroom is enabled through the use of Visual Timetables and visual labelling of equipment and resources. Children with specific reading or visual difficulties who have trouble reading or copying from the whiteboard are given printed copies of texts, or material is provided in other formats where necessary.
- Special arrangements are made where necessary to enable pupils to access tests, these include the use of adult readers and scribes where appropriate, the use of rest breaks and the opportunity to take the test in a small room away from the larger group.

THE PHYSICAL ENVIRONMENT

- The school has physical access to the main school building via the main playground, and then to the classrooms and hall corridors which lead out onto the playground. There is level access into the first classroom (currently Y6), and into the main building via the hall corridor doors, and into the Early Years/KS1 building via the cloakroom between Acorns and Y1.
- Access to the School Office, Head's Office, and the administrative part of the school is via a level entrance way in the Old School House. As the corridors in the School House are narrow, there are some limitations for those in wheelchairs, and those on mobility scooters. There are other entrances which can be used where chairs cannot pass through the narrow doorways.
- Exits from two classrooms (currently Y4 and Y5) and the school hall onto the playground are via steps. For pupils or other users with mobility difficulties, these issues are overcome with reasonable adjustments – these include changing classrooms around where necessary, and using the level corridor exit from the hall as an alternative exit. A long-term goal would be to replace one exit from the hall with a ramp, although this would entail significant groundworks and design implications.



- Pathways of travel around the school site and parking arrangements are safe. There is a designated parking bay for disabled users. As our car park is a little walk away from the main building, those needing supported access are permitted to drive right up to the school house.
- There are a wide range of spaces available for quiet group and individual work. These include the intervention area, the area outside the hall, the Sunshine and Rainbow rooms. All these spaces are on the ground floor and are easily accessible, although the majority are in the School House and there are difficulties posed by the narrow corridors and doorways, as documented above.
- There are two small group rooms on the first floor of the School House. These are routinely used for small group activities such as clubs, peripatetic music lessons and some interventions. Access to this floor is by use of stairs, and it is not possible for any lift to be fitted due to the age and complexity of the building structure. This floor is therefore not accessible to any pupil or staff member with restricted mobility, and so suitable adaptations are made by ensuring that these activities do not take place upstairs if there is a child in the group who would be excluded from the activity. Instead the activity is relocated to the ground floor.
- Furniture and equipment is selected as standard, age related as appropriate.
- One classroom is fitted with a sound field (currently Y6). The Y5 and Y4 classrooms have acoustic foils.
- There is regular evaluation of the school site for accessibility by the Premises Committee, and by the Headteacher and SENDCo.

EMERGENCY AND MEDICAL PROVISION

- Emergency and evacuation procedures are accessible to all. Most alarms are auditory and the assembly point is on the playground. There is both an auditory and a visual alarm in the Disabled Toilet. Personal Evacuation Plans (PEPs) are completed for all pupils (and any staff) with mobility difficulties, and shared with all relevant staff.
- We have a clear policy on the administration of medicines, with staff trained annually in the administration of epipens. Where pupils have specific medical needs regular meetings are held with appropriate healthcare professionals and regular training is provided by that pupil's healthcare team for all our staff. We have a clear policy for taking medication with us when we go on trips out of school.
- Photographs of pupils with specific medical needs or allergies are displayed in the medical area of the school office, in the staff room, and in the dining hall. Information relating to these children is passed on to visiting teachers and other relevant members of staff via registers, and in meetings.

PROVISION OF INFORMATION

- Provision of information to pupils with a disability and their parents/carers is through one-to-one meetings with the Head and/or SENDCo.
- The school makes good use of external agencies to support work with pupils with specific needs and their families. Meetings are arranged at key points to discuss the pupil's access to all aspects of school life. When pupils are ready to transfer to KS3, or to another setting, a comprehensive transition programme is put into place.

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan and review progress on an annual basis with reference to the outcomes identified. The Governors will evaluate and report on the impact of our School Accessibility Plan regularly.



The school intends to make its accessibility plan available in the following ways:

- On request from the school office
- The plan to be available on the school website in print format and sound format
- The plan to be available in a variety of formats eg large print on request

Senior Member of Staff Responsible

Designated Member of Staff:

Governor Responsible:

Gemma Gundry (Headteacher)

Angela Baverstock (SENDCo)

Charles Walters (SEND Governor)



Accessibility Plan Section A – Improving Access to the Curriculum

If a pupil with a disability is given a place at Andrews' Endowed CE Primary School any possible adaptation will be made to accommodate pupil need.

- Ensure all lessons provide opportunities for all pupils to achieve
- Check that all lessons are responsive to pupil diversity
- Provide lessons that involve work to be done by individuals, pairs, groups and the whole class
- Ensure that all pupils are encouraged to take part in music, drama and physical activities
- Check that staff recognise and allow for the mental effort expended by some disabled pupils i.e. lip reading for a deaf child, physical exercise for some disabled children.
- Ensure that all children can access computer technology
- Check that school visits are open to all
- Provide high expectations of all pupils
- Seek to remove all barriers to learning and participation

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ACCESSIBILITY POLICY

Policy Reviewed: June 2024



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Target	Action	Cost	Responsibility	Timescale	Success Indicators	Evaluation of Impact
SEND and Medical register and information on children with additional needs to be updated.	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clearer on scholar pack and in teachers class folders. Meet with parents of children whose care plans/documentation needs updating.	SEND register and paperwork for individuals. LSPs Care plans	SENDCo	Autumn 2023	SEN and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class.	
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies To identify training needs	-Staff meeting -TA training	HT and Business Manager	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.	
Ensure that pupils with specific needs meet their potential	Monitor and analyse pupil achievement by disability and/or SEN and/or Medical Need and act on any trends or patterns in the data	none	HT/SENDCo SLT	Pupil Progress Meetings	Data (hard and soft) demonstrates good outcomes for individuals and groups with specific needs	

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Target	Action	Cost	Responsibility	Timescale	Success Indicators	Evaluation of Impact
Ensure that the environment and resources on offer promote role models and heroes that pupils identify with and that reflect diversity in terms of disability	<p>Ensure that displays in classrooms and corridors promote diversity in terms of disability</p> <p>Ensure that disability is appropriately represented in our library and our resource materials</p>		<p>SLT</p> <p>Curriculum Teams/ Librarian</p>	<p>Ongoing</p> <p>Monitor annually</p> <p>Ongoing – refresh during each book exchange</p>	Diversity is well reflected in the whole school environment and having a positive impact on pupils' perceptions and the positive self image of specific pupils	
To ensure that curriculum planning takes into account all pupil needs and ensures access to learning resulting in high pupil outcomes	<p>Any adjustments to curriculum planning to be included as part of termly planning.</p> <p>Monitoring of curriculum planning & pupil books</p> <p>Activities and professional development opportunities to be provided</p>	None	Subject leaders Curriculum Leader	Ongoing	<p>Pupils are able to access the curriculum and amendments can be identified.</p> <p>Resources will reflect the needs of the pupils.</p> <p>Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.</p>	
Ensure that all pupils are able to access	Observations of children with additional needs.	Resources to be produced	SENDCo Class Teachers	Ongoing	Amendments have been made within the learning	

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Target	Action	Cost	Responsibility	Timescale	Success Indicators	Evaluation of Impact
instructions/information by having smaller chunks of information.	Conversations with children and parents. Planning and design of classrooms with these children in mind. Inclusive environments with visuals to reinforce learning	iPads Chromebooks Now/Next boards, Visual Timetables, workstation resources	1:1 support staff		environment to allow pupils to access the curriculum and meet their needs	
Ensure that teachers and LSA's have necessary training to teach and support disabled pupils	Monitor provision for children with SEND and assess if development opportunities would be beneficial Organise staff training making use of relevant external agencies Time given in staff meeting schedule for SEND training. External services brought in from specific training as required		SENDCo SENDCo	Ongoing	Staff have greater understanding, confidence and skills Pupils and families feel well supported	

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Target	Action	Cost	Responsibility	Timescale	Success Indicators	Evaluation of Impact
Staff to continue to develop skills to support children with specific disabilities	Organise training for new and existing staff where appropriate, according to needs of specific children	Staff meeting time Training costs	HT/SENCo	Ongoing, in response to need	Staff have greater understanding, confidence and skills Pupils and their families feel well supported	
Effective communication and engagement of parents	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with EHCPs.	-Up-to-date EHCPs – time to complete - Rooms for meetings -	SENDCo	Ongoing	Increased engagement of parents	

Accessibility Plan Section B – Improving Access to the Environment

If a pupil with a disability is given a place at Andrews' Endowed CE Primary School any possible adaptation will be made to accommodate pupil need.

Target	Action	Cost	Responsibility	Timescale	Success Indicators	Evaluation of Impact
Evaluate day and residential trips in light of current cohort	All SEND are able to access all trips during their time at Andrews' Endowed		SLT	Ongoing	Ensure all children are included in risk assessments for trips and appropriate	

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Target	Action	Cost	Responsibility	Timescale	Success Indicators	Evaluation of Impact
					support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays if SEND children are coming.	
Ensure all children feel safe and involved at playtimes	Play Leaders to encourage children to join in games Teachers to report children who may not be involved at playtimes at fortnightly staff meeting	Staff meeting feedback	Class teachers PE leader	Ongoing	Children feel safe in school – evidence in survey results from children	
Ensure written materials are available in alternative formats	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Google translate Office time	Inclusion Manager Admin Assistant SENDCo	Ongoing	Parents are able to access all information	

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Target	Action	Cost	Responsibility	Timescale	Success Indicators	Evaluation of Impact
Improve use of pictorial communication systems (Widgit)	Purchase Widgit to improve picture communication support. Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). SENDCo to train on most effective ways to use Widgit. SENDCo to train all relevant staff members in how to use Widgit.	Training Time for meetings	Inclusion Manager SENDCo	Summer term 2024 and ongoing	All school staff aware of disabilities of children in their classes	

Accessibility Plan Section C – Improving Communication and Access to Information

Target	Action	Costs	Responsibility	Timescale	Success Indicators	Evaluation of Impact
Provide information to parents/carers and visitors in alternative formats	Provide signposting to alternative formats which can be requested by parents/carers/visitors on website and on school information docs e.g. prospectus, newsletters, letters home, etc. Use LA support to arrange for alternative formats where requested		HT/Admin team	Ongoing, as requested	Positive feedback from surveys of disabled users	
Ensure all information received by pupils	Key information available on website		HT/Govs	Ongoing, as requested	Children with disabilities have	

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is in an appropriate format	Home/school agreement and pupil surveys in an appropriate format				greater access to information Positive feedback from surveys	
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Target	Action	Cost	Responsibility	Timescale	Success Indicators	Evaluation of Impact
Ensure that all information used in teaching is presented in an appropriate format	Staff to receive training and support where needed to enable them to adapt materials where needed <ul style="list-style-type: none"> • Homework and other info sheets has lots of white space on it • Use of visual timetables, picture/symbol communication systems • Use of appropriate language and instructions • Use of Widgit Online 		SENCo, HT Staff	Ongoing, as needed	Pupil's attainment is in line or above targets set Positive feedback from children and parents about accessibility of curriculum and teaching materials	