



Accessibility Plan

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

1. Vision Statement:

We will create a school which values inclusivity, provides exceptional educational and personal development opportunities for all of our Learners, enabling them to overcome barriers, gain self-worth, acquire cultural capital, become independent, and take a meaningful place in society.

2. Action Plan Table:

Area	Objective	Actions	Responsibility	Timescale	Monitoring/Success Criteria
Curriculum Access	To improve and increase access to the curriculum for all learners, according to their individual needs and for those with a disability. Ensure all learners access a highly differentiated, ambitious & functional curriculum that reflects	- Adapt curriculum to prioritise communication, social interaction, and emotional regulation. - Use learner-need-appropriate learning, using QFT and individualised adaptive approaches. - Embed SALT & trauma-aware strategies across all subjects.	SENDCo, SLT, Teachers	Review Autumn 2026	Planning scrutiny, observations, learner engagement, and access checks, to ensure they are accessing learning at their developmental level; progress demonstrated in small steps, termly and by assessment achievements. A full review will inform requirements needed and progress made. This will

	developmental stages rather than chronological age. EHCPs are reviewed in conjunction with families and other professional partners. We will provide assistive technologies and differentiated instruction where required. Ensure classes are small in size enabling enhanced adult support. To gather learner voice via the school's student council, together with learner and parent surveys are used as tools to gather feelings about the school and learners progress.	• Hold regular Learner Council meetings; ensuring feedback is taken on board and applied to improve practice and outcomes.			inform future plans (SIP) and school self-evaluation (SEF).
Teaching and Learning Environment	Provide structured, nurturing, aspirational and communication-rich classrooms.	• Use visual supports, now/next boards, and timetables. • Develop low-stimulation, sensory-friendly spaces. • Create language-rich environments	SLT/SENDCo	Autumn term 2026	Learning walks, environment audits, SALT & OT visits, reduced dysregulation; learners use visuals and scaffolds/adaptations independently; calm

		(literacy/spelling key words used and displayed, labels, symbols, signing).			learning environments observed.
Communication – SALT Focus	Support learners' expressive, receptive, and social communication.	• SALT assessment and personalised communication plans. • Train staff in communication strategies (e.g., PECS, visuals, Makaton, intensive interaction). • Embed SALT programmes into daily routines.	Speech and Language Therapist, SENDCo, All staff	Autumn Term 2026	Provision Map updated with communication focus. Learners demonstrate improved expressive and receptive communication. Staff confidently implement strategies. Parent/Carers report progress at home & in other environments. Learners feel more confident.
Staff Development	Develop staff expertise in early developmental stages, SEMH, and communication.	• Provide CPD on child development, SALT strategies, and trauma-informed practice. • Model best practice through coaching and peer support.	School Principal, SENDCo, SALT	Annual CPD programme	Staff evaluations, CPD feedback, Staff confidence, and consistency increases; strategies embedded across school.
Social and Emotional Support	Enable learners to develop emotional regulation and social interaction skills.	• Implement trauma-informed and pro-active therapeutic approaches. • Provide predictable routines and safe spaces. • Embed emotional literacy development opportunities across the curriculum and pastoral services. • Trauma informed training across the school.	SLT (Asst. Principal/Behaviour & Pastoral)	Review Autumn 2026	Behaviour logs, Learner & parent/carer feedback, reports from OT/SALT/EP/ Counsellor & data analysis. Impact of Proact Positive Behaviour Plans.

		• Implement Zones of Regulation. • Proact-Scipr training for all staff & consistent application of Proact-based individual Positive Behaviour Plans.			
Physical Access	To improve and maintain access to the physical environment.	• The environment is adapted to the needs of learners, as required. • Environments are low stimulation with calm colours with a clear layout. • Toilets to be accessible. • Desks of differing heights need to be provided. • Chairs of differing heights will be provided. • Wobble cushions and wobble stools for the learners that require this will be provided. • Sensory room and sensory resources, where necessary, will be provided. Quiet spaces within the school will be provided. Overlays, core boards, indoor signage, pull up bars, weighted blankets, bands on chairs etc will be provided, as required, to help learners regulate their sensory	SLT/SENDCo	Review Autumn 2026	SEND Audits, Learner engagement and progress data, Health & Safety/Accessibility Audits. A calm, productive & nurturing environment observed on learning walks/lesson visits & by visitors/inspectors. Disabled people report ease of access/effective inclusion.

		needs and aid with communication and learning. Input on suitable environments will be sought from our occupational therapist and SALT professionals.			
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3. Long-Term Goals (3-Year Roadmap)

- Year 1: Establish consistent communication-rich and emotionally informed environments, embed SALT, QFT, Proact and adaptive strategies across all lessons, and train staff in specialist SEND adaptations.
- Year 2: Consolidate a holistic approach to our learner's education; based on the premise of 'regulation before education'; all staff to be skilled in identifying emotional and other barriers to individual learner disengagement and dysregulation and able to work in collaboration to reduce or eradicate these barriers, thus aiming for and achieving positive outcomes for every learner.
- Year 3: Embed a whole-school culture of effective inclusion, communication, and academic ambition for our learners; to sustain high-quality practice through innovation, staff expertise, and strong multi-agency partnerships.

4. Monitoring and Review

- Reviewed by: SENDCo and Senior Leadership Team.
- Frequency: Annually (with mid-year progress checks).
- Stakeholder Involvement: Learners, parents/carers, staff, and SCB.
- Evaluation Methods: Surveys, learner progress data, classroom observations, feedback from families, learners, and partners.