

Accessibility Action Plan Sept 2025

Aim 1 To improve and maintain access to the **curriculum** for pupils with a disability

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To ensure that pupils have access to resources and equipment to enable them to access the curriculum	• Identify individual needs, in conjunction with outside agencies • Purchase resources • Resources to be kept in a central location – wheelchair store	Ongoing	Class teachers SENCO	Pupils have resources & equipment required to access the curriculum
	Targeted training for support staff	• Support staff able to work with increased knowledge and provide appropriate resources for pupils	By September 2026	Principal & SENCO	New Level 3 Hub TA to complete pdNet Level 1 and 2 training
Medium Term	Ongoing learning support meetings to take place to assess and address pupil needs	• Pupil needs reviewed and being addressed	Yearly via EHCP annual review	SENCO	Based on pupils personal plans
	To develop staff expertise across the Academy	• Identify training needs • Deliver relevant training for all staff	Ongoing	SENCO/ SLT	All staff are confident in managing needs of pupils with physical disabilities in their class
Long Term	To develop Music curriculum opportunities	• Identify gaps in provision • Offer staff training (in conjunction with PD Hub) • Liaise with outside agencies e.g. OHMI Trust re: adapted instruments	Ongoing	PD Hub SLT Music subject lead	All pupils can access Music lessons in school, with opportunities to learn a musical instrument

Aim 2 To improve and maintain access to the **physical environment** of the academy

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Ensure all classrooms are conducive to the inclusion and mobility of disabled children.	• Learning walks to record the effectiveness of the physical layout of the classroom to ensure all children's learning and wellbeing.	Ongoing	SLT	Children make good or better progress. Children report high levels of wellbeing.
Medium Term	Disabled access toilets are kept in good working order	• Termly checks are made.	Ongoing	SLT Site Manager	Toilets are fully functional and pleasant to use.
	Identify and rectify uneven areas of playground surface and ensure hazards are identified.	• Maintenance of steps, poles, doors or identified hazards. Trip hazards to be identified and addressed.	Ongoing	Site Manager	All areas to be monitored and maintained.
Long Term	To improve playground accessibility	• Explore options for adding a wheelchair accessible outdoor bench • Training for midday supervisors on accessibility and outdoor play	By September 2026	SLT SENCo	Improved accessibility of range of playground activities

Aim 3. To improve and maintain **communication and the delivery of information** to pupils, staff, parents and visitors with disabilities;

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To share key information about pupils	• SEN files shared with appropriate staff • New filing systems on Teams – information held in a central location • Ensure PD paperwork remains up to date and is easily accessible for relevant staff members	Ongoing	SENCO Key Stage Leaders	Key staff are aware of pupil needs
Medium Term	To ensure all staff are aware of specialist equipment/ facilities available in school	• Training for staff for individual pupils' needs including moving and handling • Ensure PD paperwork remains up to date and is easily accessible for relevant staff members	Ongoing	SENCO/ Inclusion team	Staff are aware of availability and use of specialist equipment
	To develop PD Hub as centre of expertise in the inclusion of pupils with physical disabilities	• Work with LA to develop PD Hub and identify cross-LA needs • Identify opportunities to offer support/ training in-house and to other schools	Ongoing	SENCO Principal SLT LA officers	PD Hub is established. Schools around Peterborough will know what we offer.
Long Term	Ensure signage is suitable for non-readers and is clear and well situated	• Implement Visual Timetables in all classrooms • Use communication boards to support non-verbal pupils to share their wants and needs • Increase use of signing e.g. in Singing Assembly	By July 2025	Class teachers SENCO/ Inclusion team Music Co-ordinator	Pupils have access to alternative and augmentative communication resources

Next Review date – September 2025