



Accessibility Plan

Next review: Spring 2024 (or to meet a particular need)

Target	Strategies	Intended Outcome	Timeframe
Check the register of special needs and review learning aids.	Regular meetings between SENCo and teachers to ensure every child is well supported. SEN register kept up to date.	Register is up to date and children are being supported in the most effective way possible.	Termly
Teaching and learning supports the inclusion of all children.	Teachers plan and deliver a differentiated curriculum. Methods for increased inclusion shared with teachers as necessary.	All children are an important part of the school regardless of ability, race, ethnicity, cultural background, mobility, etc. All children are encouraged to do well and taught with sensitivity to their needs.	Annually (and as required)
Curriculum planning and its implementation is monitored and reviewed to see that attainment is good.	SENCo monitors a cross-section of planning yearly. All school policies are monitored to take into account children with special needs. The progress of all children is analysed to ensure targets have been met.	Planning ensures that special needs children achieve their potential.	Annually
The school Ethos Statement, Emotional Health and Well Being Statement and Home-School Agreement is reviewed annually.	The head teacher works with all interested parties to review and change these documents as necessary.	The Ethos Statement, Emotional Health and Well Being Statement and Home-School Agreements reflect the changes in attitude towards education.	Annually
Training of Teachers and TA's.	Audit training needs regularly through discussion and through children coming new to the school. Book staff on necessary courses and ask staff who have been on courses to feed back their learning. Organise joint training sessions within the Family of Schools.	All staff are kept abreast with their training needs and feel confident and supported in their role of teaching children with SEN.	Annually (and as required)