

## Appendix 1

### ACCESSIBILITY PLAN RYDON PRIMARY

#### IMPROVING ACCESS TO THE CURRICULUM

Target	Strategies	Time-scale	Responsible	Success Criteria
<i>EXAMPLE</i> Training for teachers on differentiating the curriculum to meet special needs	Undertake an audit of staff training Requirements. Provide training on adaptive teaching approaches linked to the four areas of SEND.	2023-2024	SENDCo	Teachers are able to more fully meet the requirements of disabled children's needs accessing the curriculum
<i>EXAMPLE</i> All out-of-school activities are planned to ensure the participation of all pupils	Review all out-of-school provision to ensure compliance with legislation. Complete additional visits and risk assessments, including how activities can be adapted to ensure all can access.	2023-2024	SENDCo, class teacher	All out-of-school activities will be conducted in an inclusive environment
<i>EXAMPLE</i> Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Displays are carefully managed to ensure they are non-cluttered and that they only contain purposeful information.	2023-24	SENDCo	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupil. Pupils can access information to support learning independently.
<i>EXAMPLE</i> ICT software used to support learning	Make sure software installed where needed.	2023-24	SENDCo, Trust ICT Lead, Computing lead in school	Wider use of SEND resources in classrooms
<i>EXAMPLE</i> PE curriculum to be accessible to all	Gather information on accessible PE and disability sports. Staff to employ adaptive approaches to ensure accessibility for all children following recent training.	2023-24	SENDCo, Trust PE Lead, PE lead in school	All pupils have access to PE and be able to excel

# INCREASING ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Strategies	Time- scale	Responsible	Success Criteria
<i>EXAMPLE</i> Layout of school allows for all stakeholders to all areas, especially Reception and outside areas	<i>Consider needs of disabled pupils, parents and carers or visitors. Complete PEEP or additional risk assessment as required. Liaise with external agencies to ensure all requirements are in place as needed.</i>	2023-24	SENDCo	<i>School site accessible for all.</i>
<i>EXAMPLE</i> Signage clear for visually or physically impaired people	<i>Review and amend signage annually. Seek advice and support from ROVIC (or similar agency) as required.</i>	2023-24	SENDCo	<i>Visually impaired people feel safe in school grounds</i>
<i>EXAMPLE</i> Ensure all disabled pupils can be safely evacuated in emergency	<i>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</i>	2023-24	SENDCo, class teacher	<i>All disabled pupils and staff working alongside are, and feel safe in the event of an emergency</i>

# IMPROVING THE DELIVERY OF WRITTEN INFORMATION

Target	Strategies	Time-scale	Responsible	Success Criteria
<i>EXAMPLE</i> Availability of written material in alternative formats	The school will communicate to all stakeholders the options of all written information into alternative formats. Access to widgit (or similar pictorial information) to support communication. Access to translation software to provide written communication in various languages as needed.	2023-2024	SENDCo	The school will be able to provide written information in different formats when required for individual purposes, including those who are bilingual.
<i>EXAMPLE</i> Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials. School to engage with ROVIC as needed.	2023-24	SENDCo	All school information available for all.
<i>EXAMPLE</i> Delivery of information in writing is in an appropriate format or language	Provide suitably enlarged, clear print for pupils with a visual impairment on request. Access to assistive technology as required- children to have a independence to enlarge text using iPad, for example.	2023-24	SENDCo	Pupils understand information given. Pupils independence will increase when accessing resources and the learning.