**Appendix 1**

**ACCESSIBILITY PLAN** <mark>East Allington</mark>

**IMPROVING ACCESS TO THE CURRICULUM**

| Target | Strategies | Time-scale | Responsible | Success Criteria |
|---|---|---|---|---|
| *Training for teachers on differentiating the curriculum to meet special needs* | *Adaptive teaching as part of the pedagogical principles which form every teacher's CPD* | Ongoing | Head | *Teachers are able to more fully meet the requirements of all children's needs accessing the curriculum* |
| *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 – policies reviewed*<br><br>*Adaptive teaching as part of the pedagogical principles which form every teacher's CPD* | Outdoor policies reviewed Summer 24 | Head | *All out-of-school activities will be conducted in an inclusive environment* |
| *Classrooms are optimally organised to promote the participation and independence of all pupils* | *Learning walks and adaptive teaching as part of the pedagogical principles which form every teacher's CPD Coaching used as a structure to embed this* | Learning walks and monitoring | All staff | *Lessons start on time without the need to make adjustments to accommodate the needs of individual pupil* |
| *ICT software used to support learning* | *Make sure software installed where needed* | ongoing | SENDCo | *Wider use of SEN resources in classrooms* |
| *PE curriculum to be accessible to all* | *Adaptive teaching as part of the pedagogical principles which form every teacher's CPD* | Ongoing | PE lead & all staff | *All pupils have access to PE and be able to excel* |

**INCREASING ACCESS TO THE PHYSICAL ENVIRONMENT**

| Target | Strategies | Time- scale | Responsible | Success Criteria |
|---|---|---|---|---|
| *Layout of school allows for all stakeholders to all areas, especially Reception and outside areas* | *Consider needs of disabled pupils, parents and carers or visitors* | Ongoing | All staff | *School site **accessible*** |
| *Signage clear for visually or physically impaired people* | *Review and amend signage if the need arises – this could be updated from previous (left) pupil who had visual impairment* | When needed | SENDCo Head | *Visually impaired people feel safe in school grounds* |
| *Ensure all disabled **pupils** can be safely evacuated in emergency* | *Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties* | Regular evacuation drills | Admin & Head | *All disabled pupils and staff working alongside are, and feel safe in the event of an emergency* |
| | | | | |
| | | | | |

**IMPROVING THE DELIVERY OF WRITTEN INFORMATION**

| Target | Strategies | Time-scale | Responsible | Success Criteria |
|---|---|---|---|---|
| EXAMPLE<br>*Availability of written material in alternative formats* | *The school will communicate to all stakeholders the options of all written information into alternative formats.* | | | *The school will be able to provide written information in different formats when required for individual purposes* |
| EXAMPLE<br>*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.* | | | *All school information available for all* |
| EXAMPLE<br>*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* | | | *Pupils understand information given* |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| Target | Strategies | Time-scale | Responsible | Success Criteria |
|---|---|---|---|---|