



Accessibility Plan

YEAR 2024-2026

| | Priority | Actions | Action by who | Target date | Success criteria | Review |
|---|--|--|---|------------------------------------|---|--------|
| 1 | Availability of written material in alternative form. Accessibility to full curriculum for those with special needs | Staff aware of services available through LA Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect. Somerset Total Communication Coordinator trained. STC symbols to be used throughout the school for timetables INCLUDE use of STC in KS1 when appropriate. Offer literature for pupils and families with EAL | HT All staff at staff meeting STC coordinator | Summer 2025 Summer 2025 | Improved delivery of information to pupils with a disability Better delivery for pupils with speech/language problems Whenever necessary we will be able to provide written information in alternative formats. All parents are able to access literature. | |
| 2 | Training for staff on increasing access to the curriculum for SEND pupils | Staff training to be carried out as needs are identified Dyslexia Friendly accreditation undertaken and completed. When appropriate, update dyslexia friendly teaching methods so that new staff are fully aware. Dyslexia Friendly display policy | HT SENCO | On-going | Staff training is kept up to date to meet the needs of pupils Dyslexia Friendly strategies are evident in classrooms and teaching | |
| | Incorporate appropriate colour schemes when refurbishing, to benefit pupils with visual impairment | Consult with the Vision Impairment Team for advice re appropriate colour schemes Ensure that the Property Maintenance Plan includes consideration of recommendations | HT SENCO | As and when rooms are redecorated | Classrooms are made more accessible to visually impaired children. | |

We do our best to: Use Our Head, Have a Heart, Give a Hand

“I came so that they could have life – indeed, so that they could live life to the fullest.”



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| 3 | Ramps to be available for wheelchair access as required. | Budget to take into account possibility of future requirement for wheelchair access. Work with LA to access funds for access arrangements where steps are the only access to the school. | HT | On-going | More than one entrance to the school to be accessible by wheelchair users. | |
| 6 | Appropriate use of specialised equipment to benefit individual pupils and staff | Tablets purchased for class use, particularly to support SEN pupils with specific recording difficulty. Touch Type Programme in IEPs where relevant Laptops Sloping boards, wobble cushions and adjustable tables available where such equipment will improve access for pupils. Coloured overlays for pupils with visual difficulty. | HT | On-going need assessed | Children have alternative recording methods (from handwriting) Children with a vision impairment have access to resources on Smart boards on their desk Children have access to these resources as needs are identified | |
| 7 | Work towards completing actions identified in our Equality Policy | See Equality Policy | HT | Summer 2026 | Items identified for attention are addressed, monitored and reviewed. New priorities are identified. Equality Policy meets the needs of all groups. | |

Accessibility Plan to be reviewed annually

Last updated for implementation: Autumn 2025 by the HT & SENDCo

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