

Arden Forest Infant School



Accessibility Plan

Autumn 2026 – Autumn 2027

Target	Tasks	Responsibility	Monitoring
<u>Access to Curriculum</u> Ensure ICT appropriate for pupils with disabilities.	- Explore new technology to support SEND. - Review accessibility of ICT (including interactive whiteboards) - Prioritise new software to purchase/ APPS available on iPads with ICT Lead. - Enable access to Talking Tins and Voice Memo software. - Accessibility of classroom resources, for example IT software, alternative recording sheets with less information or where less writing is needed, vocabulary lists with visual support, narrative/work planning sheets.	ICT Subject Lead and SENCo Class Teachers	Leadership Team SEN Governor
<u>Access to Curriculum</u> Ensure that AFIS is a Communication Friendly School	Maintain provision to ensure Communication Friendly Provision within environment - Communication in Print is used consistently across the school - Classrooms are uncluttered and ordered to avoid visual distractions - Equipment is clearly marked with a label saying what it is. - Visual timetables and visual cues in the environment (e.g. vocabulary walls, targets/learning objectives) written on the board, visual reminders of vocabulary) so that children know what to expect. - Labelled resources to help children to be more independent in accessing resources and organising themselves. - Book corners in all classes - Regulation Stations and resources in place. - Clear and consistent routines – how does the environment help children to know what to expect and when? - Planned seating arrangements so that children are encouraged to work together and communicate with each other. Children with challenges are sat closer to the front and facing the teacher. Monitor provision to ensure Communication Friendly provision by adults	Teachers and Teaching Assistants	SENCo through lesson observations and sampling lesson planning Leadership Team SEN Governor

	▪ Makaton is consistently used across staff ▪ Visual supports and practical teaching approaches including use of real objects, practical activities, pictures, video are in place. ▪ Use of gestures, pointing, showing and other visual cues to support children's understanding at the same time as talking. ▪ Giving children thinking time so that they can plan how they want to respond or plan how to complete a task. ▪ Giving short instructions in the order that they should be followed (avoiding using terms such as 'before' and 'after'). Monitor provision to ensure Communication Friendly provision through opportunities for children to practise their communication skills ▪ Talk partner activities are planned frequently throughout the day so that children have the opportunity to discuss thoughts and ideas with each other before sharing with the wider group. ▪ Small group activities enable work together and group roles are given to support children to contribute in different ways. ▪ Group discussion activities in place where children are supported to discuss ideas as a group. Adults can support children to contribute in different ways by giving children different roles or providing sentence starters and word lists. See speech and language uk https://speechandlanguage.org.uk/educators-and-professionals/resource-library-for-educators/creating-a-communication-supportive-environment-primary/ ▪ Children with Individual Communication Plans work on their targets, at least three times each week. ▪ Reviews are requested from School link therapist in a timely manner when needed. ▪ All children in Reception are screened for Communication using the Wellcomm. Small group interventions in place. ▪ Speech and Language Referrals are completed for children as needed. see speech and language pathway for referrals https://www.swft.nhs.uk/our-services/speech-and-language-therapy-children		
<u>Access to Curriculum</u> Improve staff skills and knowledge to enable best practice.	▪ Enable CPD for staff who have not accessed Makaton Training. ▪ Plan regular SEN CPD sessions using Specialist Teaching Service and NASEN online CPD Units.	SENCO with outside agency support	SENCO Head Teacher

	▪ Carry out 'Solutions Circles' around children's needs. ▪ Peer support across staff teams. For example, from SENCO, ▪ Use EHCP paperwork and outside agency reports to inform practice. ▪ Professional conversations with outside agencies. For example, EP, STS Teacher, Speech and Language therapist	Head Teacher	
<u>Access to wider curriculum</u> Increase participation in school activities.	▪ Ensure school activities are accessible to all students ▪ Ensure school trips are inclusive and plan 'reasonable adjustments where necessary. Enable provision in school where children are unable to access a school trip. ▪ Seek advice re alternative accessible venues for trips where needed	SENCO Governors	Leadership Team SEN Governor
<u>Impact Analysis</u> Ensure all policies consider the implications of Disability Access.	▪ Analyse impact of policies in relation to pupils with disabilities	Leadership Team SENCO	SEN Governor
<u>Premises</u> Increase site access to meet diverse needs of pupils, staff, parents and community users.	▪ Class Teachers to review Personal Emergency Evacuation Plans (PEEPs) ▪ Identify accessible play equipment ▪ Audit environment to ensure accessibility for wheelchair users - children, staff, visitors and families as needed.	Class Teachers School Business Manager Headteacher	Headteacher School Business Manager
<u>Newsletters and Information</u> Availability of documents in alternative formats.	▪ Ensure newsletters are uncluttered and presented in an ordered way. ▪ Use plain and simple language. ▪ Send out newsletters on a pastel shade of paper to be dyslexia friendly. ▪ Large print and audio formats etc available as required ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents ▪ Homework information available as information sheets in alternative formats as appropriate ▪ Use of Communicate in Print software ▪ Translate newsletters/Class Dojo into other languages where needed.	Business Manager	Headteacher