



## Accessibility Plan Autumn 2022 - Autumn 2023

Target	Tasks	Responsibility	Monitoring
<p><b><u>Access to Curriculum</u></b></p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<p>Explore new technology to support SEND.</p> <ul style="list-style-type: none"> <li>▪ Review accessibility of ICT (including notepads &amp; whiteboards)</li> <li>▪ Involve pupils in review of hard &amp; software</li> <li>▪ Prioritise new software to purchase</li> <li>▪ Ensure all staff able to use of Communicate in Print</li> </ul>	ICT Co & SENCo	Leadership Team
<p><b><u>Access to Curriculum</u></b></p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<p>Audit provision to ensure AFIS is a Communication Friendly School.</p> <ul style="list-style-type: none"> <li>▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement</li> <li>▪ Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need</li> <li>▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school</li> <li>▪ Seek issues and feedback Pupil Survey</li> </ul>	Teachers and Teaching Assistants	<p>SENCo SENCo through lesson observations and sampling lesson planning</p> <p>Leadership Team and Governors</p> <p>Spring term</p>
<p><b><u>Access to wider curriculum</u></b></p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> <li>▪ Audit participation in extra-curricular activities and identify any barriers</li> <li>▪ Ensure school activities are accessible to all students</li> <li>▪ Investigate TA flexibility to support extra-curricular activities if needed</li> <li>▪ Seek advice from IDS re alternative accessible venues for trips</li> </ul>	<p>PE Lead</p> <p>DHT &amp; HT</p> <p>Governors</p>	<p>Leadership Team</p> <p>Governors</p>

<p><b><u>Impact Analysis</u></b></p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> <li>▪ Analyse impact of policies in relation to pupils with disabilities</li> <li>▪ Consult pupils and staff on any proposed changes</li> <li>▪ Introduce new policies</li> </ul>	<p>Leadership Team and SENCo</p>	<p>Governors</p>
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<p><b><u>Premises</u></b></p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review personal evacuation plans</li> <li><input type="checkbox"/> Identify accessible play equipment</li> <li><input type="checkbox"/> Review new signage of room functions</li> </ul>	<p>Business Manager Headteacher</p>	<p>Headteacher</p>
<p><b><u>Attitudes</u></b></p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> <li>▪ Review PSHE Curriculum &amp; SRE Curriculum</li> <li><input type="checkbox"/> Involve local disability groups in assemblies and visits to school</li> <li><input type="checkbox"/> Regular items for newsletter highlighting achievements of all pupils</li> <li><input type="checkbox"/> Review impact of recent emotion coaching and Autism training</li> <li>Termly parent drop-in on SEND (with input from other agencies)</li> </ul>	<p>PSHE Co-ordinator and Deputy Head</p>	<p>Leadership Team and Governors</p> <p>SENco</p>
<p><b><u>Newsletters and Information</u></b></p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Large print and audio formats etc as required</li> <li><input type="checkbox"/> Monitor uptake of documents in alternative formats</li> <li><input type="checkbox"/> Review accessibility of newsletter and letters for parents</li> <li><input type="checkbox"/> Homework information available as information sheets in alternative formats as appropriate</li> <li><input type="checkbox"/> Use of Communicate in Print software</li> </ul>	<p>Business Manager</p>	<p>Headteacher</p>