

Accessibility Action Plan 2025 - 2028

Plan drawn up by: Olivia Ayers (Assistant Head Teacher and SENDCO) and Claire Davies (School Business Manager)

Target	Actions	Lead person	Timescale & resources	Monitoring & evaluation	Impact
<i>To further ensure all pupils parents and staff have access to the physical environment</i>	<ul style="list-style-type: none"> Review and paint coloured stripes on the edge of external steps. Ensure soft lighting available in SEND room Improve access to outside space for early years and Key stage one. Audit of trip hazards around the school Introduce more height adjustable desks 	<p>School Business Manager</p> <p>SENDCO</p> <p>Head Teacher</p> <p>School Business Manager</p>	<p>2026. Cost of paint if needed.</p> <p>2026, SEND Capital Funding</p> <p>Summer 2026, SEND Capital Funding</p> <p>By end of 2026</p> <p>By 2028. Cost of desks</p>	<ul style="list-style-type: none"> Tracking PPMs Annual review meetings Staff feedback Parent feedback Pupil feedback SEND parent conferences. Governors to oversee and review. Feedback from specialist outside agencies. 	<ul style="list-style-type: none"> The school building is equipped for people with a variety of disabilities. Staff understand the needs of different disability groups and they are included in all activities where possible.
<i>To develop accessibility to the school's curriculum with a focus on inclusion of our disabled children.</i>	<ul style="list-style-type: none"> We will equality impact assess all school policies on a rolling program. Information on disability issues and support will be incorporated into new staff induction. Staff training as appropriate to needs of children, including refreshers e.g. speech, language and communication, autism, occupational therapy, hearing and 	<p>Governors</p> <p>Deputy Head</p> <p>Deputy Head and SENDCO</p>	<p>Ongoing</p> <p>By Sept 2026</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Tracking PPMs Annual review meetings Staff feedback Parent feedback Pupil feedback SEND parent conferences. Governors to oversee and review Feedback from specialist 	<ul style="list-style-type: none"> Staff are trained to ensure they are able to support children in accessing the curriculum regardless of disability. Pupils have an awareness of different types of disability and how to support their peers.

	<p>visual impairment and disability awareness</p> <ul style="list-style-type: none"> Continue to develop ICT provision to support all pupils accessing learning e.g. snapcore training, access to touch typing, use of showbie in class etc Develop a Tyndale inclusive classroom document which specifies what all our classrooms do to include pupils. Adapt pupil passports to be a clearer representation of what support children need. 	<p>Computing Lead</p> <p>SENDCO</p> <p>SENDCO</p>	<p>Ongoing</p> <p>By Spring 2027</p> <p>By Autumn 2026</p>	<p>outside agencies.</p>	
<p><i>To ensure all pupils, staff and parents have access to the appropriate information.</i></p>	<ul style="list-style-type: none"> The school will ensure translators are invited to meetings where necessary and documents will be available in their home language if required. Website is WCAG 2.1 Compliant Weekly bulletins short and accessible, shared via email and through F&SA whatsapp channel 	<p>SENDCO</p> <p>School Business Manager</p> <p>Head Teacher</p>	<p>Ongoing</p> <p>By 2028</p> <p>Summer 2026</p>	<ul style="list-style-type: none"> Tracking PPMs Annual review meetings Staff feedback Parent feedback Pupil feedback SEND parent conferences. Governors to oversee and review Feedback from specialist outside agencies. 	<ul style="list-style-type: none"> All parents are able to access information relevant to their child's education and can therefore support them accordingly. All children have access to the same level of information and can therefore access the curriculum. Staff, pupils and parents feel supported by the school.