



Accessibility Plan

2024-2025

Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of **Acorns School** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

1. Physical Environment

Short-Term Targets (0-1 year)

- **Assess Current Accessibility:** Conduct a comprehensive audit of the physical environment (e.g., ramps, doorways, pathways, lighting, signage) to identify immediate barriers to access for students with mobility impairments, sensory needs, or other specific physical requirements. (Including discussions with LCC around the potential expansion)

Improvement of Signage: Implement clear and consistent signage across the school, including tactile, visual, and auditory signs, to guide students with different needs around the building.

- **Classroom Adjustments:** Ensure that key classroom areas are easily accessible for students with physical disabilities, including rearranging furniture for ease of movement and making sure there are quiet, low-stimulation spaces for sensory breaks.
- Plan an expansion to accommodate 20 additional pupils

Medium-Term Targets (1-3 years)

- **Modify Classrooms and Common Areas:** Ensure all classrooms, hallways, and communal areas meet accessibility standards, including accessible toilets, door widths, and height-adjustable desks.
- **Inclusive Play Areas:** Develop or adapt outdoor spaces, such as playgrounds or sensory gardens, to ensure accessibility for students with physical disabilities (e.g., smooth surfaces, wheelchair-accessible swings, and quiet zones).
- **Technology Integration:** Install accessible technology (e.g., voice-activated doors, automated lights) that helps students with physical and sensory impairments navigate the environment independently.

- Complete a full fit for purpose expansion to extend car parking and to accommodate 20 additional pupils

Long-Term Targets (3-5 years)

- **Full Accessibility Audit:** Achieve 100% accessibility in all areas, including classrooms, , staff offices, and hallways, with an ongoing maintenance plan to keep the environment accessible.
- **Sustainable Design:** Incorporate sustainable, long-term solutions for accessibility in any new school construction or renovation projects (e.g., eco-friendly materials for ramps, elevators, and tactile flooring).
- **Regular Reviews:** Establish a regular review process involving staff, students, and external consultants to continually improve the physical environment and remove emerging barriers.

2. Curriculum

Short-Term Targets (0-1 year)

- Ensure all pupils who need have a sensory regulation passport
- Ensure all pupils have a profile in each area of their EHCP stating which pathway they are following.
- Ensure staff have a knowledge of safer eating and drinking
- Develop the PE and physical curriculum for pupils with PMLD
- Continue to develop the computing curriculum alongside supporting pupils to stay safe online

Medium-Term Targets (1-3 years)

- Ensure all pupils use the correct communication device and all staff are confident using it. (Explore new technologies)

Long-Term Targets (3-5years)

- Review of the school curriculum in line with the National curriculum reform

Access to information:

- **Accessible Communication Formats:** Ensure that all key school information (newsletters, notices, event invitations) is available in a variety of accessible formats, including large print, Braille, and audio versions.
- **Staff Training on Communication:** Provide staff with training in alternative communication methods, including British Sign Language (BSL), Makaton, or Augmentative and Alternative Communication (AAC), to support students with communication difficulties.
- **Clear Digital Access:** Make sure that the school website and digital communications meet WCAG (Web Content Accessibility Guidelines) standards, providing text-to-speech and other features that support students with visual or cognitive impairments.

Medium-Term Targets (1-3 years)

- **Accessible Online Resources:** Expand the availability of accessible online learning materials, ensuring that resources are compatible with screen readers, speech-to-text, and other assistive technologies.
- **Parent and Caregiver Communication:** Develop a system to regularly communicate with parents and caregivers about their child's progress and school activities, ensuring that communication is accessible for parents with disabilities (e.g., providing interpreters or translated materials).
- **Regular Feedback Mechanism:** Implement a feedback system for students and parents to provide input on the accessibility of information, ensuring the process is accessible to all families.

Long-Term Targets (3-5 years)

- **Universal Accessibility of School Materials:** Ensure that all printed materials, school reports, and learning resources are available in accessible formats as a matter of course, not as an afterthought. (Including EAL)
- **Inclusive Digital Learning Platforms:** Ensure all learning platforms (including school apps, e-learning portals, and digital textbooks) are designed to be fully inclusive, offering accessibility options like voice commands, alternative text for images, and simple navigation. (Including EAL)

- **Ongoing Accessibility Audits:** Carry out regular audits of school information dissemination to ensure that all students and their families can access essential information about their child's education, school policies, and activities.

Signed By:


..... Headteacher Date: October 2024


..... Chair of Governors Date: October 2024

Next Review Date: October 25

