# Appendix 1 – Access Improvement Plan

## 2025/2026

| Priority | Lead People | Strategy / Action | Resources | Time | Success Criteria |
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| **Improving Access to the Curriculum** | | | | | |
| Staff training on inclusive practices. | Vikki Borner (SENCO) | Conduct a staff audit to identify current confidence and knowledge levels.<br><br>Review pupil needs in the school (e.g. EHCPs, SEN support, EAL profiles). | Through Inclusion vision and culture workshop.<br><br>Organise CPD sessions:<br><br>-Supporting ASD, ADHD, dyslexia<br><br>-Trauma-informed practice<br><br>-Behaviour as communication<br><br>-Using visual supports and scaffolding<br><br>Invite external experts (e.g. EPs, SALTs) for input. | Ongoing (began in September 2025)<br><br>Ongoing (some training sessions completed last academic year) | **Staff Confidence:** Majority of staff report increased confidence and understanding of inclusive practices after training.<br><br>**Classroom Implementation:** Inclusive strategies (e.g. differentiation, visuals, scaffolds) are evident in planning and teaching.<br><br>**Pupil Progress:** Pupils with SEND or additional needs show improved engagement and academic progress.<br><br>**Positive School Culture:** Inclusion is embedded in the school's ethos, with consistent approaches across all staff.<br><br>**Ongoing Development:** Inclusive practice is regularly reviewed, with follow-up training and support for new staff. |

| Adaptation of learning materials. | Vikki Borner (SENCO) | Personalised Pathways support for YGLs (termly)<br><br>EHCP reviews to identify necessary adaptations (annually)<br><br>Learning plan reviews to identify necessary adaptations (termly) | Meetings scheduled with YGLs<br><br>Termly click and chat sessions to support class teachers | Ongoing throughout the year | **Accessible Resources:** Learning materials are available in a range of adapted formats (e.g. simplified text, visuals, large print, dual-language) and meet the diverse needs of pupils.<br><br>**Staff Confidence:** Staff feel confident and skilled in adapting resources, as shown through feedback or planning meetings.<br><br>**Regular Use in Classrooms:** Adapted materials are consistently used in lessons and are visible during observations and book looks.<br><br>**Positive Pupil Impact:** Pupils with SEND, EAL, or additional needs show improved access, understanding, and engagement in learning.<br><br>**Shared Practice:** A bank of adapted resources is created and regularly updated, with good practice shared across year groups. |
| Use of assistive | Vikki Borner | Personalised | Meetings | Ongoing | **Accessible Tools Available:** A |

| technology. | (SENCO) | Pathways support for YGLs (termly)<br><br>EHCP reviews to identify necessary adaptations (annually)<br><br>Learning plan reviews to identify necessary adaptations (termly) | scheduled with YGLs<br><br>Termly click and chat sessions to support class teachers | throughout the year | range of assistive technologies (e.g. text-to-speech, voice-to-text, screen readers, tablets, communication aids) are available and tailored to meet specific pupil needs.<br><br>**Staff Confidence and Training:** Staff are confident in selecting and using assistive technology to support learning, based on CPD or peer support.<br><br>**Integrated Use in Lessons:** Assistive technology is consistently and appropriately used in classrooms to support access, independence, and engagement.<br><br>**Improved Pupil Outcomes:** Pupils using assistive tech show improved participation, confidence, and progress in learning tasks.<br><br>**Monitoring and Review:** The impact of assistive technology is regularly reviewed, with feedback from pupils, staff, and parents informing future use and development. |
| Additional adult | Denise | Annual planning | Termly monitoring | Ongoing | **Targeted Deployment:** Additional |

| support. | Burgess (Headteacher) and Vikki Borner (SENCO) | meetings to organise support staff for the next academic year.<br><br>Regular reviews of impact of support staff members (through learning walks and other monitoring activities)<br><br>Professional growth model (led by Vikki Borner for inclusion TAs)<br><br>Coaching model to be implemented for inclusion TAs | activities (see SIP and termly timelines)<br><br>VB to have time with each inclusion TA for professional growth meetings (planning meeting and a review meeting annually)<br><br>Training for Kelly Harvey and Vikki Borner in order to roll out the coaching model for inclusion TAs across the school. | throughout the year<br><br><br><br>This academic year (2025/2026) | adults are deployed based on clear evidence of pupil need (e.g. EHCPs, SEND support plans), ensuring support is purposeful and not overused.<br><br>**Effective In-Class Support:** Support staff actively enhance teaching and promote pupil independence, rather than creating dependency.<br><br>**Trained and Informed Staff:** All support staff receive regular training and are well-briefed on pupil needs, curriculum content, and teaching strategies.<br><br>**Positive Impact on Pupil Progress:** Pupils receiving support make measurable academic, social, or behavioural progress, as shown through assessment or tracking data.<br><br>**Cost-Effective and Sustainable:** Support is regularly reviewed to ensure that it provides good value for money, with clear evidence of impact justifying continued investment |
| Inclusive | Vikki Borner | Review | Work with EAL | Ongoing | **Increased Participation:** Higher |

| extracurricular activities and trips. | (SENCO) | attendance data for clubs and trips—identify underrepresented groups (e.g. SEND, FSM, EAL).<br><br>Consult with pupils and families to understand why some are not participating (e.g. accessibility, cost)<br><br>Targeted support for those families who want their children to attend but require reasonable adjustments in order to do so.<br><br>Ensure activities cater for a range of needs and interests (e.g. sensory-friendly, non-sport | and PP leaders as well as family support worker to monitor and review.<br><br>Advance notice of trips and activities to be given to families who may need a meeting to discuss reasonable adjustments.<br><br>SLT to consider the children in each year group when planning the trips for each academic year. | throughout the year | and more representative participation rates of pupils with SEND, EAL, and other additional needs in extracurricular activities and trips.<br><br>**Barrier Reduction:** Identified barriers (e.g. cost, accessibility, communication) are effectively addressed, with evidence from pupil and parent feedback.<br><br>**Adapted Activities:** Activities and trips are adapted or chosen to meet diverse needs, ensuring all pupils can engage meaningfully and safely.<br><br>**Staff Preparedness:** Staff leading activities and trips are well-informed and confident in supporting all pupils, including those with additional needs.<br><br>**Positive Feedback:** Pupils and parents report positive experiences, feeling included, safe, and supported during extracurricular opportunities. |

| | | options).

Modify trips and activities where needed (e.g. wheelchair access, additional staffing, quiet spaces, visual supports). | | | |
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| **Improving Access to Written and Other Information** | | | | | |
| Translations for EAL pupils and families. | Abby Rose | Maintain an updated register of families' preferred languages.

Use trusted bilingual staff where possible.

Collect feedback from EAL families about communication accessibility.

Monitor | Effective data collection upon entry to the school.

Audit staff languages spoken and keep a central record. | Ongoing throughout the year. | **Accurate Language Records:** The school maintains an up-to-date record of families' preferred languages and translation needs.

**Positive Family Feedback:** EAL families report feeling well-informed, included, and able to engage fully with school communications.

**Improved Participation:** Increased attendance and involvement of EAL families in school events and meetings, demonstrating better access to information. |

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| | | attendance and engagement at meetings and events. | | | |
| Use of symbols or visual supports (Widgit). | Vikki Borner (SENCO) | Create or adapt teaching materials, timetables, and instructions using Widgit symbols.<br><br>Ensure visual supports are available for daily routines, behaviour expectations, and key learning tasks.<br><br>Develop a bank of visual resources for teachers and support staff to access easily. | Deliver training sessions on effective use of symbols and visual supports.<br><br>Share examples of best practice and encourage staff to embed visuals in teaching and communication. | Ongoign throughout the year | **Appropriate Identification:** Pupils who benefit from visual supports are accurately identified and provided with tailored materials.<br><br>**Resource Availability:** Visual supports using Widgit symbols are widely available and regularly used in classrooms and around the school.<br><br>**Staff Confidence and Consistency:** Staff demonstrate confidence in using visual supports and apply them consistently across lessons and settings.<br><br>**Improved Pupil Independence:** Pupils show increased independence, communication, and engagement when supported by visual aids.<br><br>**Positive Feedback and Review:** Feedback from pupils, parents, and staff indicates that visual supports effectively enhance understanding |

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| | | | | | and access to learning. |
| **School site** | | | | | |
| Maintain Safe access around exterior of school | Site team/ SENCO | Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise. | Cost included in ground`s maintenance contract | ongoing | Disabled people to move unhindered along exterior pathways |