

**Moon's Moat First School
Accessibility Plan 2024 – 2026**

Issue	Action	People / Resources	Timescale	Outcome
School policies refer to provision for pupils with additional needs.	Policies reflect consideration of those with potential barriers to learning / inclusion.	Subject leaders SENDCO time when needed	On-going	Policies include provision for pupils with additional needs.
Strive to ensure that all children can access an appropriate curriculum regardless of additional needs or potential barriers.	Consider ways in which information is presented to children. Consider the provision of resources in order to enhance the learning environment.	Purchase resources needed in order to enable children to more fully access the Curriculum. SENDCO time. Outside expertise.	On-going	All children are able to access the Curriculum because suitable adaptations have met their needs.
Monitor school clubs to ensure that provision meets the needs of all pupils. Ensure that children are not precluded from attending based upon financial constraints.	Monitor the provision of clubs to ensure that all children have the opportunity to access a club during the academic year. Support with finance if needed.	DHT / Admin Staff record & monitor attendance at clubs. HT – sanctions financial expenditure	On-going	Lunchtime and after – school clubs are accessible to all children.
Train staff re. meeting pupils' additional needs, (including physical, emotional and learning barriers.)	Provide relevant, ongoing CPD to ensure that staff are supported with meeting individual needs.	SENDCOs – attend & cascade relevant training Staff meeting time	On-going	Staff are better informed and more confident in planning for children with additional needs. All

	Promote disability equality.	Outside specialist support as needed.		children access the curriculum.
Language and other Communication Barriers.	Provide on-going CPD from SALT. Participate in Communication project/s (Early Years) Seek support for EAL pupils & parents as necessary.	Link TA regularly updated by SALT. £ - Purchase Listening / Communication project (SALT). EAL support & resources as needed. Post-Covid19 support – 1:1 and small group interventions with additional teacher time. (KB)	On-going	Communication between children and staff is improved. EAL children (& parents) are supported appropriately in order to enhance learning opportunities.
'Structured Conversations' support individual children by working closely with parents & carers.	Offer 'Structured Conversation' style meetings to parents of children deemed to benefit from more regular, longer meetings with parents.	£ - Release time for teachers to meet with parents – face to face if possible or via Teams	On-going	Improved outcomes for children (progress) and stronger links between teacher & parents.
Support for parents and / or their children	School employs a Family Support Worker who offers a 'drop-in' day fortnightly. The FSW can offer individual support or signpost to other agencies on a range of issues.	£ - School purchases FSW time via a service level agreement – Lisa Sinclair	On-going	Parents feel able to access support at an early stage if they have concerns with any issue which may be impacting on their children / family life. FSW and SENDCo sometimes work collaboratively with consent of parents.

Safeguarding / Child Protection

All staff and Governors have received appropriate safeguarding and child protection training (September 2025). All staff have read the following:

- Keeping Children Safe in Education 2025
- What to do if you're worried that a child is being abused
- Staff Code of Conduct
- Safeguarding and Child Protection Policy

Other related policies have been signposted such as Working Together to Safeguard Children, Anti-Bullying, Anti-Cyber Bullying Policy, Behaviour Policy, Critical Incidents, Health & Safety etc.

Staff working with children should maintain an attitude of '*it could happen here*' where safeguarding is concerned. If staff have any concerns about a child's welfare, they should act upon them immediately. They should follow the school's policy and procedures and speak with the Designated Safeguarding Lead (Miss Crawford) or one of the Deputy Safeguarding Leads (Mrs Kelly, Mrs Moorhouse or Mrs Lawrence). In the absence of these staff members, a member of the SLT should be contacted. All concerns should be acted upon and recorded on CPOMS.