

API Accessibility Plan

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
Improve the physical environment of each setting – When undertaking building / refurbishment works consideration will always be given to the quality and appropriateness of disabled facilities.	1 All works will be undertaken in accordance with current best practice and part M of the Building Regulations. 2. Consultation with outside agencies will be undertaken to ensure disabled facilities fit current needs of pupils and employees. 3. The needs of pupils, staff and visitors with physical difficulties and sensory impairments will be considered when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and accessible facilities	Ongoing	HT, TBS, HFO & AFO	1 The physical environment is accessible from point of arrival and provides accessible welcoming receptions, level access and other facilities. 2. Improvement of existing facilities considered and assessed against the needs of all and the Equality Act 2010. 3. Reasonable adjustments considered and or implemented as part of the Trusts on going improvement

	and fittings.			plans.
We are aware of the access needs of pupils attending the settings including EAL.	1 All new starter forms to include information regarding access needs e.g. the need for large print in correspondence or printed in other language. 2. Audit accessibility for pupils, parents / carers and visitors for day to day routines and for one-off events.	Sept for new starters Ongoing	HT	1 On-going dialogue between pupils, parents and carers. 2. Appropriate support is in place.
All pupils and employees with disabilities can be safely evacuated from the setting.	There is a personal emergency evacuation plan (PEEP) for all disabled employees and pupils. PEEPs are reviewed at least annually or as required.	As required	HT	All pupils and employees are aware of their responsibilities and procedures of how to evacuate the building safely.
All settings remain fully accessible and compliant in line with the Equality Act 2010 including footpaths, driveways and roads etc.	Regular maintenance checks and site inspection to be undertaken. 2. Exterior lighting is working and timed to be on / off as appropriate.	Ongoing	HT, TBS, HFO, AFO	1. All settings are fully accessible and easily travelled by employees, pupils, parents / carers, and visitors.

Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
All Trust websites are compliant with statutory regulations.	1. Annual website audit undertaken.	Ongoing		All Trust websites are compliant.
Enable improved access to information for pupils, parents / carers and visitors.	Raise awareness of font size and page layouts to support people with visual impairments. 2. Auditing the libraries to ensure the availability of large font and easy read texts will improve access. 3. Auditing signage around each to ensure that is accessible to all. 4. Checking how parents prefer us to communicate information. 5. Use of interpreters to support deaf and hearing impaired families	Ongoing		2. Written and verbal communication is appropriate for a variety of needs. 3. Electronic communication is appropriate for a variety of needs. 4. Communication requirements established through Inclusion Lead. 5. Interpreters provided for deaf / hearing impaired families, if required.
Improve awareness of alternative formats for sharing information	Use a variety of formats for communication, including text, email, pupil-post. 2. Ensure all	Ongoing		All parents / carers are aware of alternatives available and how

	parents / carers are aware that we can provide communication in large text, via telephone / meetings to meet needs. 3. Check that correspondence sent home is accessible in relation to reading ability language etc.			these can be accessed.
Ensure information in all SEN reviews is accessible to all parties.	Provide a choice of formats for pupil's parents/carers to provide views on reviews.			Parents/carers have choices about how they are communicated with and how they provide their points of view.

Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Unrestricted access to the curriculum for pupils with a disability.	Liaise with pre-schools, settings and LEA to review potential intake each Ongoing HT 1. Curriculum is in place and school self-evaluation activities Version 01 - February 2022 Sept and for new arrivals throughout the year. 2. Differentiated curriculum	Ongoing	HT	Curriculum is in place and school self-evaluation activities demonstrate that these processes are in place. 2. Procedures / equipment / recommendations are

	accessible for all pupils. 3. Resources tailored to the needs of pupils who require support to access the curriculum. 4. Curriculum resources include examples of people with disabilities. 5. Curriculum progress is tracked for all pupils, including those with a disability. 6. Targets are set effectively and are appropriate for pupils with additional needs. 7. The curriculum is reviewed to ensure it meets the needs of all pupils.			in place.
All policies reflect inclusive practice and procedures.	All policies are reviewed for compliance with the Equality Act 2010 and reflect the Equality & Diversity Policy.	Ongoing / Annually	CEO/HT	All policies reflect inclusive practice and procedures
School visits accessible to all students.				
Close liaison with outside agencies for pupils with on-going health needs are in place. e.g. Children				

with severe asthma, epilepsy or mobility issues.				
The involvement of disabled pupils is actively promoted in classroom discussions / activities and takes into account a wide variety of learning styles / needs when teaching.				
PE activities are accessible to all and includes activities that do not need physical strength.				