



Accessibility Plan

This action plan sets out the aims of our Accessibility Policy in accordance with the Equality Act 2010.

1. Vision Statement

To deliver high quality, specialist education, prioritising safety, trust, and respect for all learners to help them achieve their full potential academically, emotionally, and socially.

Our Values:

Be Safe, Be Respectful, Be ready.

2. Action Plan Table

Area	Objective	Actions	Responsibility	Timescale	Monitoring/Success Criteria
Curriculum	Ensure all learners can access a differentiated, meaningful and challenging curriculum that promotes independence and engagement.	• Review schemes of work and lesson plans termly. • Update and review IEPs/EHCP targets each half term. • Continue staff CPD on SEND, autism, PDA, communication and trauma-informed practice. • Develop tracking systems for academic, social and emotional progress. • Ensure resources are adapted to individual learner needs.	Principal, Assistant Principals, SENDCo, Teachers, LSAs	Ongoing with formal review by January 2027	• Learner progress data shows improvement • IEPs are current and measurable (Provision Map) • Work scrutiny evidences differentiation. • Positive learner and parent feedback.
Teaching Strategies	Develop inclusive teaching approaches that support communication, engagement and emotional regulation.	• Use visual timetables, task boards and now/next boards consistently. • Embed Zones of Regulation and total communication approaches. • Continue Makaton training and refreshers. • Use social stories, choice boards and Widget symbols. • Share best practice through staff meetings and observations.	Assistant Principals, SENDCo, Teachers, SALT, LSAs	Ongoing throughout 2026–2027	• Increased learner independence and participation. • Classroom observations show consistent inclusive practice. • Reduction in communication barriers and dysregulation incidents.
Physical Environment	Maintain a safe, low-stimulation and accessible environment that	• Complete whole-site accessibility and risk assessments.	Principal, Compliance Manager, Site Manager/H&S	All actions in place by July 2027	• Risk assessments completed and reviewed.

	promotes learner independence.	• Continue regular health and safety walks. • Maintain sensory spaces and adaptive equipment. • Explore noise dampening solutions in dining and shared spaces. • Enhance school aesthetics and sensory trail provision. • Ensure all accessibility adaptations are maintained.	Lead, Teachers		• Environment audits evidence compliance. • Learners safely access all areas. • Positive feedback regarding environment and regulation.
Technology and Resources	Ensure technology and resources improve accessibility, communication and learning.	• Maintain interactive whiteboards and IT systems. • Use communication technology and translation tools where required. • Ensure website accessibility tools are updated. • Provide accessible communication resources including overlays, core boards and sensory aids. • Monitor availability and effectiveness of adaptive resources.	School Finance & Business Administrator, IT Support, Teachers, SENDCo	Ongoing with annual review end of academic term	• Technology is accessible and functioning effectively. • Learners use resources independently where appropriate. • Website and communication tools remain accessible.
Learner Support	Promote learner wellbeing, communication and emotional regulation through targeted support.	• Maintain learner profiles and update regularly. • Continue OT and SALT involvement and recommendations. • Relaunch and monitor learner voice systems such as worry boxes and surveys.	SENDCo, Teachers, LSAs, Therapists	Ongoing throughout academic year	• Learners demonstrate improved wellbeing and communication. • Support plans are consistently implemented. • Learner voice informs provision

		• Develop holistic recording systems for social interaction and emotional regulation. • Provide appropriate sensory and therapeutic support.			and school improvement.
Family Engagement	Strengthen communication and collaboration with families to support learner outcomes.	• Continue use of Classroom Dojo, newsletters, Teams/Zoom and meetings. • Ensure communication is clear, concise and avoids jargon. • Invite families to school events and consultations. • Gather regular feedback through surveys and meetings. • Provide translated or adapted information when required.	Principal, Assistant Principals, Teachers, Admin Team	Ongoing with survey reviews annually	• Increased parental engagement. • Positive parent survey responses. • Families report feeling informed and involved.
Policy and Monitoring	Ensure accessibility practice is reviewed, monitored and continuously improved.	• Review Accessibility Plan annually with mid-year checks. • Monitor implementation through observations, audits and surveys. • Include accessibility priorities in SIP and SEF processes. • Review policies to ensure compliance with Equality Act 2010. • Report progress to directors and stakeholders.	Principal, Senior Leadership Team, School Community Board	Annual review with mid-year progress checks	• Policies remain compliant and up to date. • Monitoring evidence informs future planning. • Accessibility targets are achieved and reviewed regularly.

3. Long-Term Goals (3-Year Roadmap)

Year 1 Objective (2025–2026)

To establish consistent inclusive practice across curriculum delivery, communication systems and the physical environment so all learners can safely access learning and school life. Key priorities:

- Develop staff confidence through CPD in autism, PDA, TIS, Makaton and adaptive teaching.
- Improve sensory-friendly classrooms and communication-friendly environments.
- Ensure all learners have updated learner profiles, IEPs and regulation strategies.
- Strengthen accessible communication with families and learners.
- Introduce more consistent monitoring systems for academic, emotional and social progress.

Year 2 Objective (2026–2027)

To embed accessibility into all areas of school life through enhanced learner independence, inclusive curriculum pathways and strengthened therapeutic and communication support. Key priorities:

- Expand vocational and life-skills opportunities for all learners.
- Embed total communication approaches across the school.
- Improve learner participation in community projects and enrichment.
- Strengthen emotional wellbeing systems and learner voice.
- Develop clearer pathways for independence and preparation for adulthood.

Year 3 Objective (2027–2028)

To sustain a fully inclusive and proactive accessibility culture where all learners are empowered to communicate, regulate, participate and achieve positive long-term outcomes. Key priorities:

- Accessibility embedded into all policies, leadership systems and curriculum planning.
- Learners independently use regulation and communication strategies.
- Consistently accessible environments across all school spaces.
- Strong partnerships with families, therapists, FE providers and the community.
- Long-term learner outcomes demonstrate successful transition into further education, employment and community participation.

4. Monitoring and Review

- Reviewed by: SENDCo and Senior Leadership Team.
- Frequency: Annually (with mid-year progress checks).
- Stakeholder Involvement: Learners, parents, staff, SCB and Central Office
- Evaluation Methods: Surveys, learner progress data, classroom observations, feedback from families.