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## Quayside School Accessibility Plan for 2026 - 2029

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This plan will be made available online on the school website, and paper copies are available upon request.

## 1. Aims

The aim of this Accessibility Plan is to ensure that Quayside School continues to work towards increasing the accessibility of provision for all pupils in line with our commitment to inclusion, equity and the principles of the Equality Act 2010. The plan will outline clear actions to:

- Increase the extent to which pupils with disabilities can participate in the curriculum, including extra-curricular activities and wider School life
- Improve the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and associated services provided
- Improve the availability of accessible information to disabled pupils and parents/carers

We are committed to promoting the fair and equal treatment of all individuals. We recognise and embrace the diverse needs of our community and work proactively to remove barriers to learning and participation. We will ensure that staff receive appropriate training and support to meet the needs of pupils with disabilities and to fulfil our statutory duty effectively.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. Legislation and Guidance

This plan meets the requirements of [schedule 10 of the Equality Act 2010](#), and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). It also reflects the statutory obligations outlined in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the [SEND Code of Practice](#), the terms are defined as:

- 'Long-term' is defined as lasting for 'a year or more'
- 'Substantial' is defined as 'more than minor or trivial'.

Schools are required to make reasonable adjustments for those with disabilities under the Equality Act 2010, to ensure they are not placed at a substantial disadvantage. This can include, for example:

- The provision of an auxiliary aid, resources or technology
- Adjustment to teaching practices and the physical environment
- Ensuring communication and information are accessible and provided in alternative formats when required

### 3. Our Commitment to Accessibility

Quayside School opened in 2026 following the thoughtful refurbishment of a two-storey building to provide an educational environment designed to meet the needs of pupils with complex needs. Accessibility is embedded in our approach to education, facilities and communication:

#### Curriculum

We aim to ensure that pupils with disabilities can access and thrive within our curriculum by:

- Providing adaptive teaching strategies, resources, and assistive technologies where needed
- Ensuring that reasonable adjustments are made within classrooms, assessments, and extra-curricular activities
- Delivering training to staff on inclusive practices, including strategies to support pupils with physical, sensory, cognitive, and neurodiverse needs
- Engaging with parents/carers, therapists, and external agencies to tailor support effectively

#### **Auxiliary Aids and Services**

We provide a range of auxiliary aids and services to support pupils with disabilities to access the curriculum and school life. These are provided at no cost to families. Current Auxiliary Aids available:

#### Communication Aids

- LAMP (Language Acquisition through Motor Planning) devices - PECS (Picture Exchange Communication System) books and symbols	- Communication boards and choice boards - Makaton signing resources - Visual timetables and now/next boards	- Boardmaker software for creating symbols and visual supports - AAC apps on school iPads (as required)
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#### Assistive Technology

- Tablets with accessibility features enabled - Laptops with accessibility software - Text to speech software	- Speech to text software - Screen readers - Screen magnification software	- Coloured overlays for reading - Reading rulers and tracking tools
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#### Physical/Sensory Aids

- Writing slopes and angled surfaces - Pencil grips and adapted writing tools	- Fidget tools and sensory equipment - Ear defenders and noise-cancelling headphones	- Visual timers - Move and sit cushions - Specialist seating (as required)
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- Adapted scissors and cutting tools - Weighted blankets and lap pads	- Sensory toys and regulation tools	- Height-adjustable tables - Footstools and positioning aids
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#### Visual Impairment Aids

- Large print materials - High-contrast resources	- Tactile resources and materials - Task lighting (as required)	- Magnifiers - Braille materials (sourced as needed)
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#### Hearing Impairment Aids

- Portable hearing loop system (available on request)	- Visual alert systems	- Sound field systems (to be installed if required)
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#### Mobility Aids

Accessible furniture and equipment	Adapted PE equipment	Ramps and handrails (as per building design)
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For enrolled pupils, the Auxiliary Aids and Services required are identified as follows:

- Needs are identified through EHCP review, pre-admission assessment, or ongoing monitoring
- SENDCO/class teacher identifies appropriate auxiliary aids in consultation with pupil, parents/carers, and external professionals

If a pupil requires an auxiliary aid that is not currently available, we will endeavour to source and provide the aid within 10 working days where possible – it may take longer for specialist equipment requiring assessment/prescription and/or staff training. Staff are trained on the use of aids as required. The effectiveness of aids is monitored and reviewed at least termly.

#### Physical Environment

We strive to create a physical environment that is safe, inclusive and accessible by:

- Regularly reviewing the school site to identify and address physical barriers
- Considering the needs of individuals with disabilities when undertaking refurbishments or new building projects
- Ensuring that sensory considerations are incorporated where appropriate

#### Admissions

We are committed to fair and inclusive admissions arrangements. We will:

- Not discriminate against pupils with disabilities in our admissions process
- Make reasonable adjustments to ensure the admissions process is accessible to all prospective pupils and their families

- Provide admissions information in alternative formats upon request (large print, audio, easy read, translated)
- Offer flexible arrangements for school visits and meetings (e.g., virtual tours, home visits, accessible venues)
- Consider individual needs when arranging assessments or taster sessions
- Work with families and external professionals to understand pupils' needs before admission
- Ensure our admissions criteria and processes comply with the Equality Act 2010

We welcome applications from pupils with disabilities and will work with families to ensure we can meet their child's needs. Our pre-admission process includes detailed consultation with families and professionals to identify any adjustments or support required before the pupil starts.

### **Employment of Staff with Disabilities**

We are committed to being an inclusive employer and welcome applications from people with disabilities. We will:

- Ensure our recruitment processes are accessible (e.g., providing application materials in alternative formats, offering accessible interview venues, making reasonable adjustments during the recruitment process)
- Make reasonable adjustments to enable staff with disabilities to carry out their roles effectively
- Provide appropriate equipment, assistive technology, and workplace adaptations as needed
- Ensure staff with disabilities have equal access to training and professional development opportunities
- Support staff who develop disabilities during their employment
- Consult with staff about their individual needs and preferences for adjustments
- Review and monitor the effectiveness of adjustments regularly
- Staff who require reasonable adjustments should speak to the Head Teacher or School Business Manager in confidence. We will work with staff to identify appropriate adjustments and implement them promptly.

### **Accessible Information**

We are committed to improving the availability and accessibility of information by:

- Providing written materials in alternative formats (e.g. large print, Braille, audio, or simplified text) upon request
- Ensuring that digital resources, including our school website, are compliant with accessibility standards (e.g. screen reader compatibility)
- Making communication tools available to parents/carers and pupils with specific needs, such as translators
- Offering support to pupils who require assistive technology to access information effectively

### Supporting Parents/Carers with Disabilities

We recognise that some parents/carers may themselves have disabilities, and we are committed to ensuring our communication and engagement with families is accessible to all. We will provide:

- **Accessible meetings:**
  - Ground floor meeting rooms for parents/carers with mobility needs
  - BSL interpreter for parents/carers with hearing impairments
  - Large print or Braille documents for parents/carers with visual impairments
  - Alternative meeting times or locations if needed
  - Virtual meetings via video call for parents/carers who cannot travel to school
  
- **Accessible written communication:**
  - Letters, reports, and newsletters in alternative formats (large print, audio, easy read, translated) upon request
  - Electronic copies of all documents so parents/carers can use assistive technology
  - Clear, plain English in all communications
  - Visual supports and symbols where appropriate
  
- **Accessible events:**
  - Parents' evenings, open days, and school events are held in accessible locations
  - Accessible parking is available
  - Accessible toilets are available
  - Seating is available for parents/carers who need it
  - Events are advertised with accessibility information
  - Alternative arrangements offered for parents/carers who cannot attend in person
  
- **Accessible communication channels:**
  - Multiple ways to contact school (phone, email, in person, ClassDojo)
  - Support for parents/carers who need assistance completing forms or documents
  - Interpreters or translation services for parents/carers whose first language is not English
  
- **Requesting support:**
  - Parents/carers who require adjustments or support should contact the school office. We will discuss your needs and put appropriate arrangements in place. Please give us as much notice as possible (ideally **5 working days**) so we can arrange interpreters, alternative formats, or other support.

### Website Accessibility

We are committed to ensuring our school website is accessible to all users, including those with disabilities.

### What we're doing:

- Ensuring all images have alternative text descriptions
- Using clear headings and structure for screen readers
- Providing sufficient colour contrast for text and backgrounds
- Making sure all content is accessible via keyboard navigation
- Testing the website with assistive technologies including screen readers
- Ensuring all PDFs and documents published are accessible or available in alternative formats

### Requesting information in alternative formats

If you require any information from our website in an alternative format (such as large print, audio, or easy read), please contact us:

- **Email:** [quayside@brightfuturescare.co.uk](mailto:quayside@brightfuturescare.co.uk)
- **Phone:** 0161 553 1159
- **Post:** Quayside School, Maple House, Cemetery Road, Salford, M5 5WG

We will aim to provide the information you need within **5 working days** of your request.

### Reporting accessibility problems:

If you find any problems with the accessibility of our website, or if you need information that is not currently accessible, please contact us using the details above. We will consider your request and get back to you within **5 working days**.

### Consultation and Pupil/Parent/Carer Involvement

We are committed to involving pupils with disabilities and their parents/carers in the development and review of our accessibility arrangements. Our approach to consultation is detailed below:

#### Before opening (2026):

- We will consult with parents/carers of pupils due to enrol in the 26/27 academic year about their child's specific needs and the adjustments required
- We will seek feedback from parents/carers on our accessibility plan and proposed arrangements
- We will involve pupils (where appropriate) in planning their individual support and adjustments

#### Ongoing:

- **Pupil voice** – We will regularly seek feedback from pupils about accessibility through:
  - Pupil surveys (adapted to be accessible)

- School council representation
- One-to-one conversations with trusted adults
- Observations of pupil engagement and wellbeing
- **Parent/carers feedback** – We will gather feedback from parents/carers through:
  - Annual parent/carers surveys (including specific questions on accessibility)
  - Parents' evenings and review meetings
  - Coffee mornings and parent/carers forums
  - Ad-hoc feedback via email, phone, or in person
- **Staff feedback** – We will gather feedback from staff through:
  - Staff surveys
  - Staff meetings and training sessions
  - Individual discussions with SENCO/SLT
- **Visitor feedback** – We will gather feedback from visitors (including professionals, prospective families, and community partners) through:
  - Visitor feedback forms
  - Post-visit surveys
  - Informal conversations

#### How feedback informs our plan:

- Feedback is reviewed termly by the Senior Leadership Team
- Identified issues or suggestions are added to the accessibility action plan as appropriate
- Changes and improvements are communicated to the school community
- The accessibility plan is updated to reflect feedback and changing needs

#### Reporting:

- Progress on accessibility is reported to governors annually
- Parents/carers are informed of accessibility improvements via newsletters and the school website
- Pupils are informed of changes through assemblies, school council, and class discussions

## 4. Monitoring Arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

Minor revisions will be approved by the Head Teacher. Substantial changes will be approved by the Bright Futures Board of Governors.

Progress against objectives will be monitored on a regular basis by the Senior Leadership Team (SLT) to ensure they are progressed/completed in a timely manner. Progress is reported to governors annually

We will seek feedback from pupils, parents/carers, staff, partners and visitors, to inform the development of this document and to ensure our provision continues to reflect the needs of our school community.

## 5. Links with other policies

The accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Special Educational Needs and Disability (SEND) Policy
- Equality, Diversity and Inclusions Policy
- Promoting Positive Behaviour Policy
- Teaching and Learning Policy
- English as an Additional Language (EAL) Policy
- Supporting Pupils with Medical Conditions Policy

## 6. Accessibility Audit

**Aim 1: To increase the extent to which pupils with disabilities can participate in the curriculum, including extra-curricular activities and wider school life**

Item	Issue	Green	Amber	Red	Comments
A.	Do you provide disability awareness training to enable all staff to understand recognise disability issues?				Induction and ongoing CPD/training Individual training delivered if required e.g. Epilepsy, allergy response
B.	Do you have arrangements for teachers and learning mentors to have the necessary training to teach and support children with disabilities if required?				Inhouse company Medication / First Aid / Safeguarding trainer
C.	Do all staff seek to remove all barriers to learning and participation?				Adapted curriculums and lessons for all pupils.
D.	Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress?				Individual bespoke curriculum tailored to needs of the pupil
E.	Are all children and young people encouraged to take part in music, drama and physical activities?				Sports Lead ensures all pupils access physical activities Music and Drama leads ensure curriculum is followed Lunchtime activities include physical play
F.	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for				All sports are adapted to individual needs

	example, some forms of exercise in physical education?				
G.	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				All teachers work within the framework to ensure that pupils engage with the curriculum at an appropriate pace for them
H.	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?				
I.	Do you provide access to appropriate technology for those with disabilities?				LAMP devices provided where required
J.	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?				
K.	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?				

**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and associated services provided**

Item	Issue	Green	Amber	Red	Comments
A.	Is furniture and equipment selected, adjusted and located appropriately?				
B.	Are pathways and routes logical and well signed?				Signage to be installed outside main entrance door once intercom in place

C.	Do you have emergency and evacuation procedures for specific pupils with a disability?				Personal Emergency Evacuation Plans (PEEPs) are created for all pupils who require additional support during an emergency evacuation.
D.	Is appropriate furniture and equipment provided to meet the needs of individuals?				All tables and seating at appropriate height for individual pupils. Height adjustable tables available where required.
E.	Do furniture layouts allow easy movement for those with disabilities?				Spacious classrooms and small class sizes allow for ease of movement
F.	Are quiet rooms/safe spaces available to children who need this facility?				Breakout spaces, and dark dens available
G.	Are car park spaces reserved for disabled people near the main entrance?				3x disability spaces available next to main entrance
H.	Are there barriers to easy movement around the site and to the main entrance?				<ul style="list-style-type: none"> <li>• There is no lift, so the First Floor is not accessible to those with mobility issues. Alternative facilities are provided on the Ground Floor for anyone affected</li> <li>• The entrance door is manual which could create a barrier to independent entry/exit for people with significant mobility challenges</li> </ul>
I.	Are steps needed for access to the main entrance?				No steps, dipped curb from car park
J.	If there are steps, is a ramp provided to access the main entrance?	N/A			
K.	Do all these steps have a contrasting colour edging?	N/A			

L.	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	N/A			
M.	Is it possible for a wheelchair user to get through the principal door unaided?				The entrance door is manual which could create a barrier to independent entry/exit for people with significant mobility challenges. Most wheelchair users should be able to navigate the door without issue.
N.	If no, is an alternative, is wheelchair accessible entrance provided?				There is another alternative door on the ground floor, however this is also manual and more challenging than the main door.
O.	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				Internal doors are accessible for wheelchair users, however these are access controlled so assistance negotiating doors would be provided if required
P.	Do all internal doors allow a wheelchair user to get through unaided?				No lift access so only Ground Floor is accessible. Some wheelchair users may require assistance as all doors are manual, this support would be provided by staff as required
Q.	Do all corridors have a clear unobstructed width of 1.2m?				
R.	Does each building have a wheelchair accessible toilet?				2x on Ground Floor
S.	Does the relevant building have accessible changing rooms/shower facilities?				There is an accessible wet room on the GF and a spacious changing room
T.	If the school is on more than one level, do the internal steps/stairs have contrast colour edgings?				

U.	Is there a continuous handrail on each internal stair flight and landing?	Green			
V.	Does the school have a lift that can be used by wheelchair users?			Red	No lift
W.	Do you have any sort of mechanical means provided to move between floors? If yes, please state			Red	None
X.	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	Green			
Y.	Are non-visual guides used to assist people to use the buildings?		Amber		Not currently but pupils with a visual impairment would be accompanied by staff when navigating the building
Z.	Could any of the décor be confusing or disorientating for those with disabilities?	Green			Décor is plain/solid colour to avoid disorientation/distraction
AA.	Is a hearing induction loop available (either fixed or portable) in the school?			Red	Currently not required, would install if required
BB.	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	Green			The sirens have a flashing light when sounding

### Aim 3: To improve the availability of accessible information to disabled pupils and parents/carers

Item	Matter for Consideration	Green	Amber	Red	Comments
A.	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have	Green			

	difficulty with standard forms of printed format?				
B.	Do you have the facilities such as ICT to produce written information in different formats?				Boardmaker is used to produce symbols Google Translate for EAL to translate information

## 7. Action Plan

This plan sets out the actions that we will take to reduce and eliminate barriers to access in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>To increase the extent to which disabled pupils can participate in the school curriculum</p> <p>(Admission and Transition, inc. between phases)</p>	<p>We gather detailed information about pupils' needs through EHCPs, pre-admission assessments, and consultation with parents/carers and external professionals</p> <p>We aim to identify disability and health conditions through interactions with parents/carers at the point of offer acceptance to facilitate early implementation of any adjustments/requirements</p>	<p>To ensure smooth and accessible transitions (into school and between phases) for pupils with disabilities</p> <p>To ensure all curriculum barriers are identified early and addressed proactively</p> <p>To ensure pupils with</p>	<p>Review each pupil's EHCP to identify potential barriers</p> <p>Conduct pre-admission/transition meetings with pupils, parents/carers and previous settings (as appropriate) to discuss needs and adjustments</p> <p>Consult with relevant external professionals (OT, SaLT, etc)</p> <p>Create personalised transition plans for</p>	<p>Head Teacher/ Pastoral Lead/ Teachers</p>	<p>EHCP/discussions before admission/transition for each pupil</p> <p>Termly reviews</p> <p>Ongoing monitoring</p>	<p>100% of pupils with disabilities have personalised transition plans</p> <p>100% of pupils have an Individual Education Plan in place that is up-to-date and accurate before they start school/their next phase of learning</p>

Reviewed by: Emi Chiu  
Approval Status: Approval pending  
Approved by: Governing Body

Date of Review: April 2026  
Date of Next Review: April 2027

		<p>disabilities can access all subjects including practical subjects</p>	<p>pupils with high anxiety or additional needs</p> <p>Provide home visits if appropriate</p> <p>Begin transition planning as early as possible e.g. post-16 from Year 9</p> <p>Arrange transition visit/s to Quayside or new classrooms/areas or colleges/training providers</p> <p>Ensure continuity of key staff throughout the process if possible</p>			<p>Transition visits completed for all pupils before starting</p> <p>Pupils settle quickly and successfully into new settings</p> <p>Pupil anxiety and behaviour incidents during transition periods are minimised</p> <p>Pupil and parent/carer feedback indicates transitions are smooth and well-supported</p>
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<p>To increase the extent to which disabled pupils can participate in the school curriculum</p> <p>(Teaching, learning and assessment)</p>	<p>Our school offers a broad, balanced and differentiated curriculum for all pupils</p> <p>The curriculum, teaching, and resources used are adapted according to the needs of each individual pupil and their EHCP</p> <p>The curriculum is reviewed regularly to ensure it is accessible by design and meets the needs of our diverse school community</p> <p>We use resources (including technology) tailored to the needs of pupils who require support to access the curriculum</p> <p>The curriculum and associated resources reflect our diverse community where practicable (e.g. case studies/books include examples of people with disabilities, etc)</p> <p>In the absence of a lift, there is a micro-library developed around pupil needs/interests within the classroom setting</p> <p>Progression/attainment targets are set effectively and are</p>	<p>To ensure pupils with disabilities can access all subjects including practical subjects</p> <p>To improve pupil engagement with the curriculum</p> <p>To ensure pupils can demonstrate their skills and knowledge through accessible assessment inc. for formal exams and accreditations</p>	<p>Adapt teaching approaches, resources, and environments based on identified needs</p> <p>Arrange appropriate staffing ratios and specialist support according to activity/subject being studied</p> <p>Ensure continuity of key staff where possible</p> <p>Conduct accessible and multi-modal baseline assessments</p> <p>Complete Individual Risk Assessments for practical subjects</p> <p>Assessments are, wherever practicable, accessible by design e.g. observations and ongoing cumulative assessment</p> <p>Reasonable adjustments are made for those completing assessments where</p>	<p>Head Teacher/ Subject Leads/Class Teachers</p>	<p>Termly reviews</p> <p>Ongoing monitoring</p> <p>Baseline assessments within first 6 weeks of pupil starting</p> <p>Internal assessments ongoing</p> <p>External assessments arranged at least 3 months prior to exams</p> <p>See 'Staff training and development' section</p>	<p>100% of pupils have an Individual Education Plan in place</p> <p>Individual Risk Assessments completed for all pupils</p> <p>Pupil progress data shows pupils are making expected progress across all curriculum areas in line with their potential</p> <p>Assessment data accurately reflects pupils' knowledge and skills (not limited by disability)</p> <p>Pupil and parent/carer feedback indicates curriculum inc. assessment is accessible &amp; fair</p>
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	<p>appropriate for pupils with additional needs</p> <p>Curriculum progress and attainment are tracked for all pupils, and reviewed during the annual review process</p>		<p>practicable e.g. accessible or alternative formats, extra time/breaks, use of assistive technology, alternative assessment environments e.g. own room, use of reader/ amanuensis, etc</p> <p>Comprehensive induction and refresher training to be effectively implemented for all staff, including ECTs (see 'staff training and development' section for details)</p> <p>Learning walks to review current delivery and practice</p> <p>Conduct termly curriculum access reviews for each pupil</p> <p>Monitor pupil engagement and progress data to identify emerging barriers</p>			<p>No pupils are excluded from curriculum activities due to disability</p> <p>100% of pupils have appropriate assessment arrangements in place</p> <p>Reasonable adjustments are in place and reviewed regularly</p> <p>Post-16 destinations are appropriate</p> <p>Observations show staff implementing strategies effectively</p> <p>See 'Staff training and development' section</p>
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<p>To increase the extent to which disabled pupils can participate in the school curriculum, inc. assessment</p> <p>(Staff Training/ Development)</p>	<p>Comprehensive induction and ongoing schedule of CPD/training to ensure staff are aware of/meet pupil needs inc. individual training as required e.g. epilepsy, allergy response, etc</p>	<p>To ensure pupils with disabilities can access all subjects including practical subjects</p> <p>To improve pupil engagement with the curriculum</p> <p>To create a shared understanding of inclusive learning and teaching</p> <p>To ensure all staff have the knowledge and skills to support pupils with a range of disabilities inc. the use of assistive technology &amp; implementing</p>	<p>Comprehensive induction and refresher training to be implemented effectively for all staff, including ECTs, to cover:</p> <ul style="list-style-type: none"> <li>- Autism awareness and strategies</li> <li>- Communication needs and AAC/PECS</li> <li>- Sensory processing and regulation</li> <li>- Positive behaviour support</li> <li>- Equality Act and reasonable adjustments inc. for assessments</li> </ul> <p>Advanced/specialist training to be delivered as required, to cover:</p> <ul style="list-style-type: none"> <li>- Assistive technology</li> <li>- Makaton</li> <li>- Team Teach</li> <li>- First Aid, medication administration and medical conditions</li> <li>- Awareness and support techniques for pupils with visual/hearing</li> </ul>	<p>Head Teacher</p>	<p>Induction training: Before September 2026 opening or swiftly upon commencing employment</p> <p>Annual training: Ongoing</p> <p>Individual/specialist training: As needed, normally before pupil starts school or within 4 weeks of need being identified</p>	<p>100% of staff complete induction training before pupils arrive (where practicable)</p> <p>100% of staff complete annual refresher training</p> <p>Staff engagement surveys show 90%+ feel confident supporting pupils with disabilities</p> <p>Specialist training completed for all staff working with pupils with specific needs</p> <p>Observations show staff implementing strategies effectively</p>
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		reasonable adjustments	<p>impairments and/or physical disabilities - Mental health awareness and support techniques e.g. de-escalation</p> <p>Learning walks to review current delivery and practice</p>			Pupil progress data shows pupils with disabilities are making expected progress across all curriculum areas in line with their potential
To ensure all extra-curricular activities, trips, and visits are accessible to pupils with disabilities	Accessibility is considered at the planning stage for all extra-curricular and off-site activities/trips to ensure access for all	<p>To ensure no pupil is excluded from extra-curricular activities or trips due to their disability</p> <p>To ensure all trips and visits are planned with accessibility in mind from the outset</p>	<p>Ensure all activities, trips and visits are accessible or provide alternative accessible options</p> <p>Provide adapted equipment/resources where appropriate</p> <p>Conduct accessibility audit of venues before booking</p> <p>Complete Individual Risk Assessments for pupils with disabilities</p> <p>Plan medication administration and medical support</p> <p>Consult with parents/carers and</p>	Head Teacher/ Subject Leaders/ Teachers	Before each activity/trip/visit is booked	<p>100% of activities, trips and visits have accessibility considered at planning stage</p> <p>Individual Risk Assessments completed for all pupils with disabilities before trips</p> <p>100% of pupils with disabilities can participate in activities, trips and visits with appropriate adjustments</p> <p>Pupil and parent/carers</p>

			<p>relevant professionals about specific needs and adjustments required</p> <p>Arrange appropriate staffing ratios and specialist support</p> <p>Ensure accessible transport is booked</p> <p>Provide pre-visit information in accessible formats</p> <p>Conduct pre-visits for pupils who need familiarisation</p> <p>Train people leading activities on supporting pupils with disabilities where appropriate</p> <p>Offer activities, trips and visits at accessible times and locations</p>			<p>feedback indicates trips are well-planned and accessible</p> <p>Participation data shows pupils with disabilities engage in extra-curricular activities</p>
Improve the physical environment of the school to increase the extent to which	The school is housed within a newly (2026) refurbished building that adheres to building regulations for school provision and has been designed with the anticipated needs of pupils in mind	To ensure our spaces are accessible and easy to navigate	Monitor the effectiveness of signage/wayfinding during Term 1	School Business Manager	December 2026  Ongoing	All areas of the school that a pupil requires access to are accessible

Reviewed by: Emi Chiu  
 Approval Status: Approval pending  
 Approved by: Governing Body

Date of Review: April 2026  
 Date of Next Review: April 2027

<p>pupils with disabilities can take advantage of the education, benefits, facilities and associated services provided</p>	<p>There is an evacuation plan in place that ensures safe egress for those with mobility and/or sensory needs, supplemented by PEEPs as appropriate</p> <p>3x disabled parking bays at main entrance</p> <p>Accessible toilets</p> <p>Accessible changing facilities and a wet room on the Ground Floor to support PE/outdoor play as well as meet wider needs of pupils</p> <p>In the absence of a lift, dining facilities are in place on both the Ground and First Floor</p> <p>Doors and door frames are painted in a high contrasting colour for ease of identification for those with visual impairments</p> <p>All doors fitted with finger guards to ensure a safe environment for pupils with reduced spatial awareness, limited mobility or slower reaction times</p> <p>Classroom tables and chairs are provided at varied heights to</p>	<p>To ensure our spaces meet the complex needs of pupils</p> <p>With growth, ensure that future developments include safe disabled access</p>	<p>Monitor the effectiveness of evacuation procedures</p> <p>Install automatic door opener at main entrance</p> <p>Install weather-safe surfaces to enable a broader range of PE activities to take place outside/onsite</p> <p>Monitor the effectiveness of our alternative arrangements for those unable to access the First Floor</p>		<p>September 2027</p> <p>December 2026</p> <p>Ongoing</p>	<p>Outside spaces are accessible and safe</p> <p>100% of pupils engage in PE and outside play</p>
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Reviewed by: Emi Chiu  
 Approval Status: Approval pending  
 Approved by: Governing Body

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	<p>ensure pupils have access to correctly sized furniture to overcome physical barriers to access</p> <p>Bookcases in the classrooms and library are at a height that is accessible for wheelchair users</p> <p>Classrooms and other facilities are spacious to allow for ease of movement</p> <p>The importance of maintaining a safe and tidy environment is emphasised to staff to ensure walkways/evacuation routes are consistently kept clear</p> <p>Accessibility is considered at the planning stage for off-site activities/trips to ensure access for all</p> <p>There is an appropriately configured Medical Room should pupils have medical needs</p>					
<p>To improve the availability of accessible information to disabled pupils</p>	<p>Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible.</p>	<p>To ensure information can be easily accessed by all who require it</p>	<p>Monitor the effectiveness of our information sharing</p> <p>Provide transition information in</p>	<p>School Business Manager</p>	<p>Ongoing</p>	<p>Positive feedback from pupils and other stakeholders</p>

<p>and parents/carers</p>	<p>There is clear internal signage in place that uses pictorial or symbolic representations where appropriate</p> <p>We have a comprehensive and accessible website</p> <p>We use pictorial or symbolic representations to communicate information to pupils where appropriate e.g. class timetables</p> <p>We will use ClassDojo to share updates on educational activities with parents/carers</p> <p>We will issue regular digital newsletters to parents/carers with key info and dates</p> <p>We will promote the option for pupils/parents/visitors to be provided with information in alternative formats upon request and ensure this is provided in a timely manner</p> <p>The visitor management system is height adjustable for wheelchair users and has multilingual capabilities so users can select their preferred language for navigating the system</p>	<p>in a timely manner</p> <p>To ensure communication is effective and promotes positive engagement</p>	<p>accessible formats (visual timetables, social stories, photos, videos)</p>			<p>Parents/carers are informed and engaged</p> <p>Staff that are confident when interacting with pupils and other stakeholders in various formats</p>
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	<p>Comprehensive staff induction and training that includes intercultural awareness so staff can focus on removing cultural communication barriers that might exist</p> <p>We will collect information on the effectiveness of our disability/accessibility arrangements when surveying parents/carers for their views</p>					
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