



Sale and Davys Accessibility Plan 2025/2026

Improving access to the curriculum

Target	Action	Lead Responsibility	Resources and costing	Performance indicators	Monitor and review	Evaluation
Short term	Planning in all year groups is adapted and resources available to aid children if required. Teaching assistants' groups to be high- lighted on planning	Class Teachers and Teaching Assistants support children in class. Teaching Assistants and Class Teacher to teach a variety of ability groups over the week.	Wherever possible Every class to have teaching Assistant support for English and Maths.	School's tracking data shows that children make good progress or better from their starting point. ASP data shows at least good progress from Key Stage 1 to key Stage 2	Headteacher to collect weekly planning to check for adaption. Planning folders available for co-ordinators to monitor. Headteacher to observe lessons informally and formally to check that lessons are adapted and for the deployment of teaching Assistants.	Evidenced in IEP planning
Short term	To use and consistently apply a range of strategies to support positive behaviour	Class teachers, lunchtime staff and teaching Assistants	Specific training linked to learning behaviour and autism, dyslexia. Delivered by Autism Outreach/SENCO	All children will have their needs met and be able to access the curriculum. Calm classrooms.	Formal and informal observations by the Headteacher show that staff are applying strategies. Children are calm and accessing learning.	Planning Lesson observations
Short Term	To provide a range of technology to	ICT Co-ordinator and Headteacher	Linked to the Buildings and Capital plan. Rolling	Computers and Ipads used to support	ICT equipment regularly used and this is shown on planning	Evidence on planning

	enhance teaching and learning White Rose Maths		programme for replacing computers.	learning and evident on plans.		
Short term	Specific Risk Assessments will be carried out on a regular basis for any special events and or visits to ensure access to all outside learning activities.	EVC/ Class teacher	Pre-visits Evolve	All risk assessments complete. All children have access to trips.	All risk assessments completed and signed by staff/parents attending visits. These are filed in EV folder.	On-going
Short term	Risk assessments to be put in place for specific SEN children with additional needs.	SENCO/Class teacher	SEN time	Risk assessments in place	Risk assessments regularly updated.	On-going
Medium term	To review the school curriculum to ensure that it meets the needs of all children. SEN children are not removed from the same lessons each week.	Headteacher and SENCO and Co-ordinators to review at the end of the year.	Inset training and staff meeting time	Rolling programme amended if necessary and new programmes put into place.	Subject leaders and Headteacher to monitor throughout the year. Parents and children's questionnaires.	Sep 2024review to take place
Medium Term	To ensure all staff receive dyslexia training	Delivered by SENCO	Staff meeting/twilight/Inset	All staff have attended. Improved practice	Learning walks.	Report to governors
Long term	Investigate and purchase Resources for	Headteacher/ SENCO/Class Teachers and	Equipment required for a specific disability,	Child/children will have equal access to the curriculum	Headteacher/ SENCO	Report to Governors

	children with specific disabilities to ensure their needs are met.	Teaching Assistants	advised by outside agencies.			
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Improving the Physical Environment

Target	Action	Lead Responsibility	Resources and costing	Performance indicators	Monitor and review	Evaluation
Short term	Ensure that all classrooms and corridors are clear of clutter so that a wheelchair can move easily around	Class teachers? Teaching assistants		Specific areas will be identified through learning walks and health and safety walks.	Health and safety Governor headteacher	Health and safety report
Short term	Maintain alarm testing for auditory	Headteacher Cleaners Health and safety Governor	Meeting time	Alarm tests are logged by the caretaker. Headteacher carries out regular fire drills. These are logged.	Logged tests	Log books
Short Term	Ensure PEEPs are in place for all children using a wheelchair	SENCO	SENCO time	PEEPs in place and all staff are aware.	Monitor through fire drill	Fire drill log
Long term	Create sensory areas/ quiet areas in the playground for children who need quiet and calm spaces.	Headteacher	£500	Quiet spaces available to children	Playground observations show that these are being used.	observations

Improving the Delivery of Written Information

Target	Action	Lead Responsibility	Resources and costing	Performance indicators	Monitor and review	Evaluation
Short term	Continue to ensure written materials/ information can be provided in a range of formats if required e.g. large print	Office staff and Class teachers	Specific outside agencies	All have access to written information.	Headteacher/ SENCO	Website Newsletter Text messaging service
Medium term	To seek advice when appropriate from outside agencies about alternative forms of written information.	Headteacher	Time to meet with outside agencies.	Create a contacts list	Headteacher	On-going
Long term	To constantly review the needs of the school community in order to ensure that all can access written information	Headteacher and office Staff		Parents and school community to complete Ofsted questionnaires	Share results of the questionnaires with Governors	On-going