

Arden Forest Infant School



Accessibility Plan Autumn 2024 - Autumn 2025

Target	Tasks	Responsibility	Monitoring
<p><u>Access to Curriculum</u></p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> ▪ Explore new technology to support SEND. ▪ Review accessibility of ICT (including interactive whiteboards) ▪ Prioritise new software to purchase ▪ Ensure all staff are using Communicate in Print (Widgit) 	ICT Co & SENCo	Leadership Team
<p><u>Access to Curriculum</u></p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> ▪ Monitor provision to ensure AFIS is a Communication Friendly School (Widgits used consistently) ▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement ▪ Circulate "Reasonable Adjustments Guidance and Checklist" to all staff. Ensure all classrooms and resources are organised in accordance with pupil need ▪ Ongoing programme of staff training including Sensory Processing and updates on ASD/ADHD to reflect diverse needs of students within the school ▪ Seek issues and feedback Pupil Survey via School Council 	Teachers and Teaching Assistants	<p>SENCo SENCo through lesson observations and sampling lesson planning</p> <p>Leadership Team and Governors</p> <p>Spring term</p>
<p><u>Access to wider curriculum</u></p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers ▪ Ensure school activities are accessible to all students ▪ Investigate TA flexibility to support extra curricular activities if needed ▪ Seek advice from IDS re alternative accessible venues for trips where needed 	<p>Deputy Headteacher</p> <p>Governors</p>	<p>Leadership Team</p> <p>Governors</p>

<p><u>Impact Analysis</u></p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Analyse impact of policies in relation to pupils with disabilities ▪ Consult pupils and staff on any proposed changes 	<p>Leadership Team and SENCo</p>	<p>Governors</p>
<p><u>Premises</u></p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> ▪ Review personal evacuation plans ▪ Identify accessible play equipment ▪ Review new signage of room functions 	<p>Business Manager Headteacher</p>	<p>Headteacher</p>
<p><u>Attitudes</u></p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> ▪ Review impact of CPD Zones of Regulation ▪ Audit Autism provision ▪ Termly parent drop-in on SEND (with input from other agencies) ▪ Review PSHE Curriculum and inclusion of Disabilities in teaching & SRE Curriculum ▪ Regular items for newsletter highlighting achievements of all pupils 	<p>PSHE Co-ordinator and Deputy Head</p>	<p>Leadership Team and Governors</p> <p>SENCo</p>
<p><u>Newsletters and Information</u></p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Large print and audio formats etc as required ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents <p>Homework information available as information sheets in alternative formats as appropriate</p> <ul style="list-style-type: none"> ▪ Use of Communicate in Print software 	<p>Business Manager</p>	<p>Headteacher</p>