



Accessibility Statement

In accordance to the Equality Act (2010), the Governing body has written a three-year accessibility plan that is reviewed annually and can be found here.

We view accessibility within our school across the four broad areas of need, as set out in the SEND Code of Practice (2015). These consist of; Communication and Interaction, Physical and Sensory, Cognition and Learning, and Social, Emotional and Mental Health needs.

Over the next three years, we plan to continue the development of our learning environment, to ensure accessibility and increased independence for all of our children. We plan to continue to respond to the needs of our children and ensure our staff have relevant and up to date training.

Communication and Interaction

We plan to develop our speech and language interventions, to ensure that children needs are identified early and that targeted evidence-based interventions are embedded within our early years practice and into KS1. We are aware that we need to continue to develop staff awareness around the needs of Autistic children.

Sensory and Physical

As we continue to develop and improve our learning environment, we will be considering ways in which we can reduce sensory sensitivities within our classrooms and improve physical access (for example, replacing old lighting, ensuring steps and corridors are easy to identify, reducing sun glare etc.). We plan to continue to listen to and take guidance from outside agencies to help reduce individual children's sensory sensitivities.

Cognition and Learning

We plan to continue with staff development to maintain our high quality teaching for all children. Staff will complete an audit to identify if there are areas that could be supported by additional training. We plan to continue work alongside outside agencies (for example, Educational Psychologists, Pupil School Support, Communication and Autism Team) and take guidance from them.

Social, Emotional and Mental Health

Our aim is to continue to develop our nurturing environment and embed our knowledge of emotionally safe classrooms across the school. We continue to develop staff knowledge about the importance of attachment and the impact that it can have on children's learning. We plan to seek further advice and work alongside outside agencies to develop staff knowledge and improve curriculum outcomes for children.