



ACCESSIBILITY PLAN

ACCESSIBILITY PLAN 2023-26				
Targets	Strategies	Outcome	Time Frame	Goals Achieved
SHORT TERM				
<p>Equality & Diversity scheme is in place and informs our decisions</p>	<p>Policies are written & agreed by all stakeholders.</p> <p>Teachers plan inclusive lessons and are sensitive to individual needs and requirements.</p> <p>Member of staff is nominated lead teacher and works with the team to increase curriculum awareness.</p> <p>Assemblies timetabled across the year.</p> <p>Book audit finds gaps and new ordering presents opportunities to support teaching.</p>	<p>Sithney is an inclusive school and fully aware of its statutory duties.</p> <p>Schemes of work in place and ongoing development taking place following feedback.</p> <p>Teaching methods, activities and visits are inclusive to all.</p> <p>Library books are available to enrich T&L and pique pupils' interests and understanding.</p> <p>Materials/resources are diverse & in-line with 'equality & diversity' duty to promote positive images and inclusivity.</p>	<p>Policy review required September 23</p> <p>End Autumn term book audit and restock</p>	<p>Policy reviewed</p> <p>Leader and action plan in place and delivered</p> <p>Book resources expanded</p> <p>Curriculum is fully inclusive</p> <p>Children are informed and demonstrate tolerance and understanding</p> <p>The curriculum and resources chosen reflect the needs of the school</p>
<p>Meet pupils SEMH needs by providing safe breakout spaces</p>	<p>Create an indoor soothing space for reflection time.</p> <p>Work with staff to use outdoor spaces for times of dysregulation. Staff use the PACE approach with all children.</p>	<p>Pupils experiencing stress or anxiety have their needs met and are able to access the full curriculum. They enjoy school, feel safe and can name a trusted adult.</p>	<p>By end Aut 23</p>	<p>The school meets children emotional needs</p>
MEDIUM TERM				

Provide teachers with high quality CPD and learning resources to teach about protected characteristics	<p>Check existing scheme – is it fit for purpose? Deliver CPD from scheme or Crofty 'expert'.</p> <p>Lessons delivered as part of a planned sequence.</p> <p>On line training accessed or Heathly Schools representatives support CPD.</p> <p>Links made with other hub schools to access training</p> <p>Complete a sensory walk-through school.</p>	<p>The PSHE and SRE curriculum is fit for purpose.</p> <p>Teachers are confident to deliver learning about protected characteristics.</p> <p>Children with hearing, visual and sensory impairments are able to access the environment appropriately and are fully included in the life of the school and its curriculum (including wider opportunities).</p>	<p>By Easter 2024</p> <p>By end of Summer 2024</p>	<p>Staff are confident to teach and discuss; they are well-informed about protected characteristics and know how to access help if required</p> <p>The environment meets the needs of all learners.</p>
LONG TERM				
Further enhance the environment for learning	Research into sensory trails and access quotes.	<p>Children have an indoor space in which they are able access sensory breaks.</p> <p>Costs TBC</p>	By January 2025	The school is a rich, multi-sensory learning environment that can respond to changing needs