

# Olga Primary School

## Accessibility Plan

Date policy last reviewed: November  
2025

Signed by:

\_\_\_\_\_ Headteacher Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors Date: \_\_\_\_\_

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## **Aims of the Accessibility Plan**

This plan outlines how Olga Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

The school, including the governing body, also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- The headteacher and other relevant members of staff.
- Governors.
- External partners and stakeholders

This plan is reviewed every three years to take into account the changing needs of the school and its pupils.

## The Accessibility Audit

The Inclusion team will undertake a three yearly Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the team will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe. Please see appendix A for Accessibility Audit.

The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

|             | Issue                                                                                                                                                              | What                                                                                                                                           | Who             | When        | Outcome                                                                                                                                                     | Review      |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Short term  | Supply/ Cover staff currently not aware of children with additional needs and the strategies used to support them.                                                 |                                                                                                                                                | SENCo, Teachers | Spring 2026 | All supply/ cover staff are fully informed of the additional needs in the class and the provision/ strategies used to support these children.               |             |
|             | School do not currently have embedded routines and practises for celebration of national SEND events e.g. autism awareness week, helping us to celebrate inclusion | Autism awareness week established and carefully planned and delivered<br><br>Children's Mental Health Week carefully planned and delivered     | SLT Teachers    | Spring 2026 | In pupil voice children are able to talk about the celebrations, recognising how our differences make us unique.                                            | Summer 2026 |
| Medium term | Appropriate support is put in place with advance notice to ensure that SEND children are prepared for school trips and additional trips planned where needed.      | Social stories and other appropriate strategies consistently shared across all year groups with pupils and parents in advance of school trips. | Teachers, SENCO | Spring 2026 | Planning of school trips ensures appropriate support has been put in place for children with SEND, with appropriate advance warning for parents and carers. | Summer 2026 |

|           |                                                                                                                                                                            |                                                                                                                                                                                                                      |                                     |             |                                                                                                                                                                                                                                                             |             |
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|           | The use of technology to support adaptations within the curriculum needs to be further developed to ensure it is as effective as possible                                  | School to liaise with specialist advisor for assistive technology to deliver training for staff                                                                                                                      | Teachers<br>Support staff<br>SLT    | Autumn 2026 | A range of technology effectively used to enable children to access the curriculum and make progress                                                                                                                                                        | Summer 2027 |
|           | Homework not consistently differentiated to support children with SEND across the whole school.                                                                            | Homework expectations agreed with all staff, ensuring that approach provides equal opportunities to all children to successfully complete homework.                                                                  | Teachers,<br>Senior Leadership Team | Summer 2026 | Homework consistently and appropriately adapted/individualised across the whole school so that all children are able to access it.                                                                                                                          | Autumn 2027 |
| Long term | SEND pupil voice not currently represented in school council and opportunities for pupil feedback e.g. questionnaires, not currently adapted to ensure accessible for all. | Senior Leadership to develop plan for ensuring that SEND pupil voice is represented in school council/eco club and other opportunities. Senior Leadership to develop strategies for adapting feedback to ensure SEND | Senior Leadership Team.             | Autumn 2026 | Procedures and approaches ensures that SEND pupils are represented in the school council and school forums (e.g. staff interviews). Opportunities where pupil voice is collected for feedback are appropriately adapted so that all children can access it. | Summer 2027 |

|  |  |                       |  |  |  |  |
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|  |  | pupil voice captured. |  |  |  |  |
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5.

Planning duty 2: Physical environment

|            | Issue                                                                                                                                                        | What                                                                                                                                                                                                                                         | Who                 | When        | Outcome                                                                                                                                                                         | Review      |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Short term | Some signs around the classrooms do not have visuals to support accessibility and print is not large enough to support some children with vision impairment. | Widgit visuals to be created and shared amongst all staff so consistent signage is used across the school with word and visual for resourcing in the classroom.<br><br>Large font signage placed in key environments in the school building. | SENCo<br>Admin team | Spring 2026 | School has visual symbols with all signs in the classrooms and in key learning areas to support accessibility to all pupils.<br><br>Key signage is accessible in a larger font. | Summer 2026 |

|           |                                                                                                                                                                              |                                                                          |       |             |                                                                       |             |
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| Long term | Need to ensure that classrooms are adapted for optimum support for children with hearing impairment and that corridors have been adapted for noise reduction where possible. | Collaboration with Specialist teacher to follow advice on best adaption. | SENCo | Autumn 2026 | Learning environment is accessible to pupils with hearing impairments | Autumn 2027 |
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**Commented [1]:** Alice has the fire procedures changed with this. We could make sure that all Staff have a fire alarm visual on the lanyard to show children? It would be good practise I think anyway because of Holly Class.

### Planning duty 3: Information

|            | Issue                                                                                     | What                                                                                      | Who             | When        | Outcome                                                                              | Review      |
|------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------|-------------|--------------------------------------------------------------------------------------|-------------|
| Short term | Some staff unaware of Equality Act.                                                       | Equality policy to be shared with all staff, all staff signing to show they have read it. | SENCo           | Autumn 2025 | All staff aware of Equality Policy.                                                  | Spring 2026 |
|            | Information currently only available via internet, with information being sent by emails. | Parent information noticeboard to be created and updated regularly.                       | Office team SLT | Spring 2026 | Parents have the ability to access relevant information and are directed to where to | Autumn 2026 |

|             |                                                                                 |                                                                                                                                                                                                                                                |                                      |             |                                                                                                                                                                   |             |
|-------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|             |                                                                                 |                                                                                                                                                                                                                                                |                                      |             | access internet on school premises                                                                                                                                |             |
|             | Parental voice not contributed to design and information on school website      | Parent feedback to be requested during parent workshops and via email after new school website goes live<br><br>Parents emailed to request their suggestions for useful links section of the school website                                    | SLT                                  | Spring 2026 | Parent voice actively contributed to the design of website and information shared on it.                                                                          | Summer 2026 |
| Medium term | Pupils not currently aware of the different services available to support them. | Targeted posters displayed around the school.<br>Key services shared with children during assemblies for appropriate age groups.                                                                                                               | Senior Leadership Team.              | Autumn 2025 | Pupils know appropriate services to contact for support and advice.                                                                                               | Summer 2026 |
| Long term   | Information currently not available in a variety of formats and languages.      | 'Easy read' format to be shared with appropriate members of staff. All new documentation to be developed following the 'easy read' approach.<br><br>Translation to be offered for key documents according to the language needs of the school. | Senior Leadership team and ICT team. | Autumn 2026 | Information will be accessible to all through ensuring that the 'easy read' format is used, accompanied by symbols and in translated into a variety of languages. | Autumn 2027 |

|  |                                                                                              |                                                                                                              |        |             |                                                                                                                    |             |
|--|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------|-------------|--------------------------------------------------------------------------------------------------------------------|-------------|
|  | Parents/ Carers/ Pupils and SEN link governor voice not contributing to Accessibility Audit. | Parent consultation with parents/ carers/ pupils and SEN link governor to inform audit and then action plan. | SENCos | Summer 2027 | Pupil voice/ Parents and Carers and SEN link governor to be part of working party to complete Accessibility Audit. | Autumn 2028 |
|--|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------|-------------|--------------------------------------------------------------------------------------------------------------------|-------------|

Appendix A

## Accessibility Audit Tool for Educational Settings

|                                                                                                              |                                                           |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <b>School: Olga Primary School</b>                                                                           | <b>Date of completion: 02/11/25</b>                       |
| <b>Name of person who completed audit: Lisa Bradley-Jones, Jasmine Kodi, Alice Mentlak and Rebecca Adams</b> | <b>Role of person who completed audit: HT/DHT/DHT/AHT</b> |

### 1. Is your educational setting compliant with the Equality Act 2010?

|   | Question                           | Yes<br>✓ | If yes – where can the evidence be found? | No<br>✓ | If no – ensure action noted in Accessibility plan. |
|---|------------------------------------|----------|-------------------------------------------|---------|----------------------------------------------------|
| 1 | Do you have an Accessibility Plan? | ✓        | Published on school website.              |         |                                                    |

|   |                                                                                                                                                                                                                                                                                      |   |                                                                                                                |   |                                                                                                                     |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------------------------------------|
| 2 | Was your accessibility plan coproduced with children/young people with SEND, their families and other stakeholders?                                                                                                                                                                  |   |                                                                                                                | ✓ | Working party to be created to ensure pupils/ families and stakeholders contribute to review of Accessibility Plan. |
| 3 | Is everyone in your setting aware of the Equality Act 2010?                                                                                                                                                                                                                          |   |                                                                                                                | ✓ | Equality Act to be shared with all staff, all staff signing to show they have read it.                              |
| 4 | Do you have evidence that your setting does not treat pupils/students less favourably and takes reasonable steps to avoid putting disabled pupils/students at a disadvantage in comparison to their peers?                                                                           | ✓ | Setting – disabled toilet, lift.<br>Individual risk assessments                                                |   |                                                                                                                     |
| 5 | Do you have evidence that your school community endeavours to see the child/young person with SEND first and their disability second? (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties) | ✓ | Person Centred Approach for all meetings.<br>SEMH support plans<br>SEND training for staff.<br>Target trackers |   |                                                                                                                     |
| 6 | Have you published your SEN information report?                                                                                                                                                                                                                                      | ✓ | On website                                                                                                     |   |                                                                                                                     |
| 7 | Is your SEN information report linked to the Local Offer?                                                                                                                                                                                                                            | ✓ | Local Offer on website and in SEN information Report.                                                          |   |                                                                                                                     |
| 8 | Do all staff understanding the needs of the pupils/students and support them accordingly?                                                                                                                                                                                            | ✓ | Target trackers<br>PDM training<br>External professional support for whole teams.                              |   | Ongoing information and training shared at INSET with all staff.                                                    |
| 9 | Do you have inclusive, whole school policies, processes and practices?                                                                                                                                                                                                               | ✓ | SEN policy<br>SEN vision                                                                                       |   |                                                                                                                     |

|    |                                                                                                                                             |   |                                                                                                                                                                     |  |                                |
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|    |                                                                                                                                             |   | Behaviour policy eg different types of reflection sheets                                                                                                            |  |                                |
| 10 | Do you proactively include pupils/students with SEND, and their families, in all enrichment activities?                                     | ✓ | Yes- adaptations made to support children with SEND. Parents invited to attend enrichment activities where suitable.                                                |  |                                |
| 11 | Do you celebrate the strengths of pupils/students with SEND and focus on building on what they can do rather than what they find difficult. | ✓ | Children celebrated in Achievement Assembly.<br>Individual rewards charts to celebrate children's successes.<br>Participation in TH World Down Syndrome celebration |  | Develop autism awareness week. |
| 12 | Are pupils/students involved in the recruitment of teaching assistants and other school staff?                                              | ✓ | Support staff trialed prior to recruitment to see interactions with children.<br>School council part of Recruitment process for DH.                                 |  |                                |

## 2. Is your setting physically accessible?

|   | <b>Question</b>                                                                                                                     | <b>Yes<br/>✓</b> | <b>If yes – where can<br/>the evidence be<br/>found?</b>                                                                        | <b>No<br/>✓</b> | <b>If no – ensure action<br/>noted in Accessibility<br/>plan.</b>                                                 |
|---|-------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------|
| 1 | Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?             | ✓                | Lift, disabled toilet                                                                                                           |                 |                                                                                                                   |
| 2 | If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms? |                  |                                                                                                                                 |                 |                                                                                                                   |
| 3 | Are pathways around the setting and parking arrangements safe, easily accessible and well signed?                                   |                  |                                                                                                                                 | ✓               | Ensure large print for key equipment around the school - lift/ disabled toilet/ music room/ classroom/ lunch hall |
| 4 | Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?                     |                  |                                                                                                                                 | ✓               | Fire alarm currently has audio only, need to add visual component.                                                |
| 5 | Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?                  | ✓                | Disabled toilets used as toilets only.                                                                                          |                 |                                                                                                                   |
| 6 | Are calm low sensory areas available in the setting?                                                                                | ✓                | Sensory room available on the ground floor.<br>Calm room available on the middle floor.<br>Calm room available on the top floor |                 |                                                                                                                   |
| 7 | Are your rooms (including classrooms) optimally organised for pupils/students with a physical disability?                           |                  |                                                                                                                                 | ✓               | Further adaptations needed to ensure optimum classroom for children with hearing                                  |

|    |                                                                                                                                                                                           |   |                                                                                         |   |                                                                                                                                                                 |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                                                                                                                                           |   |                                                                                         |   | impairment. Collaboration with specialist teacher.                                                                                                              |
| 8  | Are classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access? |   | <b>Fidget toys available in all rooms</b>                                               | ✓ | Ensure ear defenders accessible at all times<br>Clear visual labelling needs to be embedded in all classrooms<br>Use of calming music in lunch halls to support |
| 9  | Is furniture and equipment selected, adjusted and located appropriately?                                                                                                                  | ✓ | Furniture selected specifically for age range and adapted where needed.                 |   |                                                                                                                                                                 |
| 10 | If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils/students with sensory difficulties?                                            | ✓ | No partitions, but glass rooms available to support children with sensory difficulties. |   |                                                                                                                                                                 |
| 11 | If intercom messages are used are they always relayed to pupils/students with hearing impairments?                                                                                        |   | <b>N/A</b>                                                                              |   |                                                                                                                                                                 |
| 12 | Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.                                       |   |                                                                                         | ✓ | Some classrooms missing visuals for signs in classroom and around the school.                                                                                   |
| 13 | Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?                                                                                        |   |                                                                                         | ✓ | School is missing highly visible markings around walkways.                                                                                                      |
| 14 | Do you consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities etc?                                                             |   |                                                                                         | ✓ | Pupil voice currently not contributing to Accessibility audit.                                                                                                  |

### 3. Is your setting inclusive?

|   | Question                                                                                                                                                          | Yes<br>✓ | If yes – where can the evidence be found?                                                                            | No<br>✓ | If no – ensure action noted in Accessibility plan.                                                                                                                                            |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Is accessible signage used, throughout the setting's environment, at all activities and events?                                                                   |          |                                                                                                                      | ✓       | Signage not consistently using visuals to support accessibility, especially during activities and events.                                                                                     |
| 2 | Are pupils/students with SEND included in pupil/student forums e.g. school councils                                                                               |          |                                                                                                                      | ✓       | All pupils' complete questionnaires when asked, however not adapted to ensure accessibility for all. School council procedure needs to be adapted to ensure that SEND pupils are represented. |
| 3 | Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and breaktime activities? | ✓        | Sensory P.E<br>Sensory breaks<br>Social stories for trips<br>Small group trips.<br>1:1 support for afterschool clubs |         |                                                                                                                                                                                               |
| 4 | Do you ensure that financial difficulties do not prevent pupils/students with SEND being included in activities and events                                        | ✓        | School will cover cost of individual children where needed.                                                          |         |                                                                                                                                                                                               |
| 5 | Do you ensure that transition from setting to setting is carefully planned and personalised for pupils/students with SEND?                                        | ✓        | Social stories<br>Meet the teacher<br>Transition activities planned, including 1:1                                   |         |                                                                                                                                                                                               |

|    |                                                                                                                                                                            |   |                                                                                                                                   |   |                                                                                                          |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------|
|    |                                                                                                                                                                            |   | or small group meetings.                                                                                                          |   |                                                                                                          |
| 6  | Do you find creative and flexible solutions to ensure that pupils/students with SEND can move easily between classrooms?                                                   | ✓ | Individual now and then folders used.<br>Lift used where needed.<br>Additional support and supervision put in place where needed. |   |                                                                                                          |
| 7  | Do you use targeted, small group and/or individual activities to improve self-esteem, confidence and social skills?                                                        | ✓ | Zones of Regulations<br>ELSA<br>3 things I'm proud of book.<br>THEWS                                                              |   |                                                                                                          |
| 8  | Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance?                                                                | ✓ | Close contact with welfare officer.<br>Pastoral Support Lead                                                                      |   |                                                                                                          |
| 9  | Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches                                                                  |   | <b>Anti-bullying policy</b>                                                                                                       |   |                                                                                                          |
| 10 | Are pupils/students with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families? |   |                                                                                                                                   | ✓ | Social stories prepared and letters sharing information sent to parents. Need to develop advance notice. |

#### 4. Is the curriculum accessible?

|   | <b>Question</b>                                                                                 | <b>Yes<br/>✓</b> | <b>If yes – where can<br/>the evidence be<br/>found?</b>                                                                                                                                                                                                                                                                                 | <b>No<br/>✓</b> | <b>If no – ensure action<br/>noted in Accessibility<br/>plan.</b>                                       |
|---|-------------------------------------------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------|
| 1 | Do staff have high aspirations and expectations of pupils/students with SEND?                   | ✓                | SEN vision                                                                                                                                                                                                                                                                                                                               |                 |                                                                                                         |
| 2 | Do staff have regular and updated training re additional needs and how the needs can be met?    | ✓                | SEN PDMs<br>Training from SaLT<br>for staff<br>External courses<br>offered to staff.                                                                                                                                                                                                                                                     |                 |                                                                                                         |
| 3 | Are children with disabilities encouraged to take part in Music, drama and physical activities? |                  |                                                                                                                                                                                                                                                                                                                                          | ✓               | Teachers include students with disabilities, need to further develop confident and skills of all staff. |
| 4 | Do classteachers/PE staff know how to include pupils/students with disabilities in PE?          | ✓                | P.E specialist<br>confident – observed<br>sensory P.E in<br>another school and<br>completed a level 5<br>in physical education.<br>Supported SEND<br>children with<br>attending Cluster<br>sports group,<br>specifically for<br>children with<br>additional needs.<br>Members of staff in<br>water where required<br>during swimming for |                 |                                                                                                         |

|    |                                                                                                                                                                                                |   |                                                                   |   |                                                                                                 |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------|
|    |                                                                                                                                                                                                |   | specific children with SEND.                                      |   |                                                                                                 |
| 5  | Are pupils/students and their families fully involved in the review of individual plans regarding curriculum access?                                                                           |   |                                                                   | ✓ | Pupil voice to be fully embedded in TAC meetings/ Target Tracker documents and Annual Reviews   |
| 6  | Do you use a graduated approach when meeting the needs of pupils/students with SEND?                                                                                                           | ✓ | Yes – intervention overviews and TAC/AR cycle.                    |   |                                                                                                 |
| 7  | Do you use the 'assess, plan, do review' cycle to inform the graduated approach?                                                                                                               | ✓ | Yes – TAC/AR meetings held throughout the year. TT support cycle. |   |                                                                                                 |
| 8  | Do you ensure that homework is accessible to all e.g. by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet)? |   |                                                                   | ✓ | Homework differentiated to ensure accessible and appropriate to all pupils in some year groups. |
| 9  | Are cover staff, including supply teachers, clear about the additional needs of pupils/students and how to meet these needs?                                                                   | ✓ | SEN Target trackers are displayed inside cupboard doors           |   |                                                                                                 |
| 10 | Are staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum?                                                                                   |   |                                                                   | ✓ | Not currently possible                                                                          |
| 11 | Do pupils/students with SEND have access to appropriate information technology?                                                                                                                |   |                                                                   | ✓ | Need to contact Specialist teacher for technology at borough to further support embedding this  |
| 12 | Do all additional adults, including teaching assistant, build positive relationships, support flexibly and facilitating independent learning?                                                  | ✓ | Support staff work closely with specialist                        |   |                                                                                                 |

|    |                                                                                                  |  |                                                                                                      |   |                                                                               |
|----|--------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------|
|    |                                                                                                  |  | teachers. Key reports are shared with staff<br>Support staff accessing training - POT/ See and Learn |   |                                                                               |
| 13 | Are auxiliary aids used to ensure that pupils/students with SEND are included in the curriculum? |  | Our Story 2 training delivered                                                                       | ✓ | Training given to teachers, but need further support on how to implement this |

## 5. How accessible is information, advice and guidance?

|   | Question                                                                                                                             | Yes<br>✓ | If yes – where can the evidence be found?                                           | No<br>✓ | If no - action to be taken and where recorded in Access Plan                                  |
|---|--------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------|
| 1 | Are your SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)? | ✓        | Available on request.                                                               |         |                                                                                               |
| 2 | Do you promote the 'SEND Information, Advice and Support Service' (SENDIASS)                                                         | ✓        | Information shared on school website.                                               |         |                                                                                               |
| 3 | Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?                   |          |                                                                                     | ✓       | Website currently being updated. Need to get feedback from parents/carers and young children. |
| 4 | Do you hold review meetings etc at times when parents are able to attend?                                                            | ✓        | Parents given at least a months notice of meetings, notes made of working days etc. |         |                                                                                               |

|    |                                                                                                                                                                                      |   |                                                                                            |   |                                                                                                                                 |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------|
| 5  | Have you developed communication channels and review processes that enable two-way information sharing with families?                                                                | ✓ | TAC/ Annual Review cycle<br>Emails shared with families<br>Parent meetings<br>TT meetings. |   |                                                                                                                                 |
| 6  | Is information available in a variety of languages?                                                                                                                                  |   |                                                                                            | ✓ | Information in English on website. Translation offered to support for Bengali.                                                  |
| 7  | Is information available in a variety of formats including<br>- 'easy read'<br>- large print<br>- symbols<br>- audio?                                                                |   |                                                                                            | ✓ | Information currently shared on website and printable version.                                                                  |
| 8  | Are staff familiar with IT used to share information with people with disabilities?                                                                                                  | ✓ | Office staff available to support parents/ carers with IT use.                             |   |                                                                                                                                 |
| 9  | Do you ensure that pupils/students know exactly who they can contact for information, advice and support?                                                                            |   |                                                                                            | ✓ | Information shared (with posters) for who to contact for online safety advice.                                                  |
| 10 | Do you give children/young people and their families information about Family Information Service (FIS), the Local Offer and SEND Information, Advice and Support Service (SENDIASS) | ✓ | SENDIASS information shared on school website.                                             |   |                                                                                                                                 |
| 11 | Do you signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer?                                                             |   |                                                                                            | ✓ | Information is currently online via emails. Need to develop communication boards with key posters/ information being displayed. |

|    |                                                                                            |   |                                                   |  |  |
|----|--------------------------------------------------------------------------------------------|---|---------------------------------------------------|--|--|
| 12 | Do you use the Local Offer and School Messenger to keep up-to-date with SEND developments? | ✓ | Messages received from LBTH and Local Offer used. |  |  |
|----|--------------------------------------------------------------------------------------------|---|---------------------------------------------------|--|--|