

Accessibility Plan

Sept 2024 - 2027



**Silverdale
Federation**

Signed by:

Sue Woodgate

Chair of
Management Committee

Date: 6th March 2024

Alison Johnston

Headteacher

Date: 6th March 2024

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers an adapted curriculum for all students We use resources tailored to the needs of students who require support to access the curriculum Curriculum progress is tracked for all students, including those with a disability and those with EHCP's and additional needs Targets are set effectively and are appropriate for 		All planning and resources are adapted and personalised to meet the needs of all students	All Subject Leads to complete planning and share with SLT	Subject Leads/SLT	Half Termly	All students have access to an appropriate curriculum that meets their needs
			Progress is continually tracked	Subject leads are aware of all students progress	Subject Leads/LA	Half Termly	Those students who attend the Centre make at least good progress
			Targets are set individually for all students	Subject Leads use a range of teaching strategies and interventions in order to ensure that	Subject Leads/Pastoral Teams/SENCO	Half Termly	The majority of students achieve their targets

	students with additional needs		students have achievable targets			
	The curriculum is reviewed to make sure it meets the needs of all students	All students have access to a broad and balanced curriculum	The Curriculum is adapted to meet the needs of all students	SLT/ Subject Leads	Yearly	The curriculum is designed to enable all students to make progress
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Access ramps • Disabled toilets and changing facilities 	Ensure the whole environment is adapted and resources are available.		Headteacher and site manager.	Yearly or as required.	All pupils can access the physical environment.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible.	All students are able to access the curriculum	All staff use teaching resources/strategies that enable all students to make progress	SLT/SENCO/All staff	On going	The environment is accessible and appropriate for all

	<p>This includes:</p> <ul style="list-style-type: none">• Internal signage• Pictorial or symbolic representations• Adapted teaching resources• Sensory friendly classrooms and displays	<p>Staff training includes working with students with additional needs</p>	<p>Appropriate/relevant and up to date staff training and development programme</p>	<p>SLT/SENCO</p>	<p>Termly</p>	<p>Staff have knowledge and understanding of planning and delivering a curriculum that is accessible for all</p>
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