



Trafalgar Schools' Federation

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Accessibility Action Plan 2023-24

1. Accessibility Strategy – Physical Environment – Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground, *sports areas and shared areas such as canteens or libraries and toilets* and physical aids to access education

	Priority	Action	Responsible Person/School	Timescale	Impact
	Continued support for hearing-impaired children	Ensure the transition of equipment between teachers is effective. Use of radio aids when required Consider hearing loop/Soundfield systems if recommended Continue to seek advice and support from HI (Hearing Impairment) Specialist teacher from EISS (Education Inclusion Support Service) To help hearing by using acoustic tiles and carpet in respective rooms where necessary.	Both schools Mrs Gale, Mrs Brown (SenCos) & TIS & TJS Class Teachers SenCo and SBM of TJS	On going	Children will continue to access the curriculum input in Junior school. Adaptations for Y6 is successfully in place. Child in KS1 has own hearing aid and is being supported in class and during out of class activities such as PE and playtimes.
	Ensure quality and appropriateness of disabled facilities	Continued liaison with outside agencies to ensure disabled facilities fit current needs of both Schools. (Inclusive toilets at all sites)	PFI /SenCo	On-going	All children able to access all areas of the curriculum and work towards attaining age related expectation
	Ensure the school continues to be accessible and safe for physically disabled children in both schools.	Continue to monitor the environment to ensure that availability of lift in the Junior school and the reduction of trip hazards continues. Regular safety check for the Evac chair. (Including Evac Chair training for 2 staff members	TIS TJS PFI/SBM	Academic Year	Pupils with mobility difficulties can access all areas of their respective school safely. Fire evac taken place to include evac training.



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		and use of evac chair during fire drills.			
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2. Accessibility Strategy – Curriculum - Increasing access to the curriculum

This covers *curriculum content, differentiation*, teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum and the way the school prevents SEND based bullying and harassment.

	Priority	Action	Responsible Person/School	Timescale	Impact
	Blended learning available for children who have medical conditions that affects attendance	Class Teachers to ensure curriculum offer is uploaded onto J2e for any children off school for significant periods of time due to a medical condition. SBM to ensure access to electronic device if needed	TIS and TJS Class Teachers TIS and TJS SBM	Lessons to be uploaded within a week notification	All children will have access to class learning to avoid a negative impact on progress.
	Appropriate use of specialised equipment to benefit individual pupils and staff	iPads available to support children with difficulty recording. Text to Speech software (LGfL) and communication books Sloping boards for pupils with fatigue problems or physical disability Coloured overlays for pupils with visual difficulty (Reading Rulers) Specially shaped pencils and pens for pupils with grip difficulty Use of sensory regulating equipment available e.g., wedge/wobble cushions/ fidget	TIS and TJS SenCo	On-going	Increased access to the Curriculum Needs of all learners met.



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		toys, scooter boards, gym balls and peanut balls, privacy boards			
	Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. Use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources to include examples of people with disabilities. Track curriculum progress for all pupils, including those with a disability. Set targets effectively that are appropriate for pupils with additional needs. Review the curriculum to ensure it meets the needs of all pupils.	TIS and TJS Subject Leads / SLT/ SenCo	On-going	Teachers can meet the requirements of disabled children's needs more fully with regards to accessing the curriculum. Curriculum reflects people with disabilities as positive role models.
	Ensure specialist equipment is brought in to support access to the environment	Liaise with the Physio and OT team for standing frames, trikes, suitable chairs, benches, equipment. Reception – Daily sensory circuit. Morning sensory work across KS1 and KS2 in playground/halls.	TIS and TJS SenCo	On-going	Pupils with mobility difficulties can access all areas of the curriculum.
	School visits accessible to all	Staff to check with SenCos as part of the trip checklist. Individual Risk Assessment and additional adults allocated where necessary.	TIS and TJS Trips Coordinator /SenCo	On-going	All children able to attend school trips.
	Review SEND register three times a year to ensure needs are covered and shared with staff	Audit AEN register/class context sheets and AoPs. View strategies that are in place and revise as appropriate. Staff have access to class contextual information.	TIS and TJS SenCo School Nurse	On-going	All SEND children make progress.



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		Nurse to provide training on key health needs, e.g., EpiPen, asthma, feeding button, diabetes, buccal and others as needs arise.			
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3. Accessibility Strategy – Information - Ensuring the availability of information to disabled pupils and their families

This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools and the local authority.

	Priority	Action	Responsible Person/School	Timescale	Impact
	To provide support for parents of children with SEND	Signpost sources of support for parents of pupils with SEND and medical needs on website. SEND coffee mornings. Longer SEND parents meetings (30 mins +) take place in Aut and Spring terms.	SenCos	From Spring and on-going	Parents have access to support when needed. Parents are able to discuss their child and raise any concerns. They are given access to resources or are signposted to places to access support for their child.