

# Highfield CE Primary School

## Accessibility Plan

### 2025 – 2026



**Approved by:**

The Governing Body

Date: March 25

**Last reviewed on:**

March.25

**Next review due by:**

April 2026

## **Statement of intent**

This plan outlines how Highfield CE Primary 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 Equality 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. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board 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:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## **Legal Framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy

- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

### **Roles and Responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### **The Accessibility Audit**

The governing board will undertake an annual 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 governing board 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, and after taking into account pupils' disabilities and the preferences of their parents. 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	<p><b>Differentiated Teaching:</b> Teachers will continue to adapt their teaching styles and materials to meet the individual needs of students, including those with visual, auditory and physical impairments.</p>	<p><b>Adapting Teaching Styles:</b></p> <ul style="list-style-type: none"> <li>Use multiple teaching methods to cater to different needs, to ensure that all students can engage with the content.</li> <li>Provide a range of instructional strategies, including direct instruction, cooperative learning, and independent work, ensuring each student can engage at their own pace and in a way that suits their needs.</li> <li>Use clear and concise verbal instructions, paired with visual aids (e.g., charts, pictures, written instructions) to support comprehension for students with auditory or visual impairments.</li> <li>Encourage active learning through hands-on activities, group work and interactive technology, to ensure physical engagement for students with physical impairments or those who struggle with passive learning.</li> </ul> <p><b>Adapting Materials:</b></p> <ul style="list-style-type: none"> <li><b>Visual Impairments:</b> Provide large-print books, tactile diagrams, and accessible digital content (e.g., screen reader-friendly texts). Ensure that classroom materials, like worksheets and slides, are designed with high contrast and readable fonts for visually impaired students.</li> <li><b>Auditory Impairments:</b> Use captions and subtitles in multimedia presentations, as well as sign language interpreters or note-takers where necessary. Ensure all spoken instructions are accompanied by written text.</li> <li><b>Physical Impairments:</b> Adapt classroom materials to be accessible for students with mobility impairments, such as providing adjustable desks, hands-on materials that can be used while seated, and ensuring that students have access to assistive devices (e.g., adapted keyboards, wheelchairs).</li> <li>Provide access to learning tools like speech-to-text software, audio books, or specialised software for students with learning difficulties (e.g., dyslexia-friendly fonts or tools).</li> </ul> <p><b>Ongoing Adjustments:</b></p> <ul style="list-style-type: none"> <li>Regularly assess and adjust the teaching strategies and materials used in the classroom based on student feedback, performance and specific needs.</li> <li>Work closely with the SENCO (Special Educational Needs Coordinator) to ensure that differentiated strategies are effective and meet the evolving needs of all students.</li> <li>Provide differentiated assessments and activities, ensuring that students are evaluated based on their individual abilities and strengths.</li> </ul>	<p><b>Teachers:</b> Continually adapt teaching styles, materials and assessments to meet the needs of all students, ensuring each child can access the curriculum in a way that works for them.</p> <p><b>SENCO (Special Educational Needs Coordinator):</b> Offer guidance to teachers on best practices for differentiating lessons and materials to meet the specific needs of students with disabilities.</p> <p><b>Teaching Assistants:</b> Support the teacher in delivering differentiated lessons, providing additional support to students who need it, and assisting with the use of assistive technology or adapted materials.</p> <p><b>Parents:</b> Collaborate with teachers to provide information about their child's specific needs and offer insight into strategies that work well for their child at home.</p>	Spring 2	<ul style="list-style-type: none"> <li>All students, including those with visual, auditory, and physical impairments, will be able to access the curriculum at their individual level, with increased engagement and participation.</li> <li>Positive feedback from students and parents about the personalised learning approaches that cater to different learning styles and needs.</li> <li>A noticeable increase in academic performance and engagement, particularly for students with disabilities, as they are supported with tailored resources and teaching strategies.</li> <li>Teachers will report improved confidence and progress in students who previously struggled with traditional teaching methods.</li> <li>Evidence of greater independence and self-confidence among students with special educational needs, as they are provided with the necessary tools and resources to succeed.</li> <li>Regular assessment data showing that differentiated teaching leads to better learning outcomes for all students, including those with disabilities.</li> </ul>	Summer 1

**Medium term**

**Inclusive Extra-Curricular Activities:** Ensure that all school clubs, sports and trips are inclusive and accessible to all students.

**Clubs and Activities:**

- Adapt existing clubs to accommodate students with diverse needs, such as providing sign language interpreters for students with hearing impairments or offering sensory breaks during long activities for students with autism.
- Ensure that club leaders are trained to work with students who have specific needs, including those with physical or learning disabilities.
- Offer a range of clubs that cater to different interests and abilities, including non-competitive activities and clubs that emphasise personal growth and creativity (e.g., art, music, drama, gardening).

**Sports:**

- Adapt sports activities to ensure inclusivity, such as providing accessible equipment for students with physical disabilities (e.g., wheelchair basketball, adapted swimming lessons, or tactile sports equipment).
- Offer a variety of sports that cater to different physical and sensory needs, such as non-contact sports or activities that focus on individual participation rather than competition.
- Ensure that coaches and activity leaders receive training on inclusive practices and how to modify activities for students with specific needs, including mobility impairments or sensory sensitivities.

**School Trips:**

- Plan and organise school trips with accessibility in mind, including choosing venues that can accommodate students with mobility impairments, providing transportation that is wheelchair accessible, and ensuring that trip activities are inclusive for all students.
- Ensure that risk assessments for trips consider the diverse needs of all students, including those with physical disabilities, sensory needs, or learning difficulties.
- Make arrangements for any additional support, such as providing a teaching assistant or additional staff member to assist students with specific needs during the trip.
- Offer alternative trip options or local outings for students who may not be able to participate in longer trips due to health or mobility concerns.

**PE Leader:** Oversee the development and implementation of inclusive extra-curricular activities, ensuring that all students have access to a variety of options.

**Teachers and Club Leaders:** Adapt and run inclusive activities, ensuring that each child's needs are met and that the activities are accessible. Receive training in inclusive sports coaching and ensure that sports activities are accessible to all students, regardless of their physical abilities.

**SENCO (Special Educational Needs Coordinator):** Provide guidance on how to modify extra-curricular activities to be inclusive of students with special educational needs and disabilities, and ensure that all students receive the appropriate support.

**Parents and Carers:** Provide feedback on the accessibility and inclusivity of activities and collaborate with the school to ensure that their child's specific needs are met.

**Health and Safety:** Ensure that risk assessments for trips and activities are inclusive and take into account the safety and needs of all students.

Summer 1

- All students will have equal access to extra-curricular activities, including clubs, sports, and school trips, with modifications made where necessary to ensure full participation.
- Positive feedback from students, parents, and staff about the inclusivity and accessibility of school activities, including increased participation from students with special educational needs and disabilities.
- Increased engagement and participation from students with diverse needs in school clubs, sports, and trips, with no barriers to entry or participation.
- A documented improvement in social inclusion and confidence among students with special educational needs as they are given equal opportunities to participate in extracurricular activities.
- Regular reports showing that all extra-curricular activities have been reviewed for accessibility, and necessary changes have been implemented.

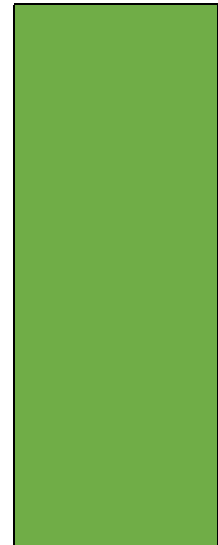
Summer 2

<p style="text-align: center;"><b>Long term</b></p>	<p><b>Use of Assistive Technology:</b> Introduce tools such as screen readers, speech-to-text software, and other assistive technologies for students who need them.</p>	<ul style="list-style-type: none"> <li>• <b>Screen Readers:</b> Introduce screen reader software to help visually impaired or blind students access digital content (e.g., online textbooks, learning platforms, and websites).</li> <li>• <b>Speech-to-Text Software:</b> Implement speech-to-text tools (e.g., Dragon NaturallySpeaking, Google Voice Typing) for students with physical disabilities, dyslexia, or other learning difficulties that affect writing or typing.</li> <li>• <b>Text-to-Speech Software:</b> Provide text-to-speech tools (e.g., Read&amp;Write, Kurzweil) to assist students who struggle with reading comprehension or have learning disabilities such as dyslexia.</li> <li>• <b>Word Processors with Accessibility Features:</b> Ensure that word processing software (e.g., Microsoft Word, Google Docs) is set up with accessibility features like font size adjustments, color contrast settings, and voice recognition for students with learning or motor impairments.</li> <li>• <b>Adapted Keyboards and Mouse Devices:</b> Offer alternative input devices like adaptive keyboards, mice, or trackpads for students with physical disabilities that affect fine motor skills.</li> <li>• <b>Support and Training:</b> Provide ongoing training for both staff and students to ensure they are familiar with the available assistive technologies and can use them effectively.</li> <li>• <b>Integration with Classroom Tools:</b> Ensure that assistive technologies are compatible with the school's Learning Management System (LMS) and other classroom tools to provide a seamless experience for all students.</li> </ul>	<p><b>SENCO (Special Educational Needs Coordinator):</b> Assess the needs of students and recommend appropriate assistive technologies. Work with teachers to implement tools in classrooms. Research and purchase tools across the school. Ensure compatibility with existing hardware and software systems.</p> <p><b>Classroom Teachers:</b> Integrate assistive technologies into lesson plans and classroom activities. Provide individual support to students using these tools.</p> <p><b>Teaching Assistants:</b> Support students in using assistive technology during lessons, providing guidance and troubleshooting as needed.</p> <p><b>Parents/Guardians:</b> Collaborate with the school to ensure that assistive technologies are appropriate and meet the specific needs of their child.</p>	<p>Summer 2</p>	<ul style="list-style-type: none"> <li>• Children are using assistive technologies such as screen readers, speech-to-text software, and text-to-speech tools.</li> <li>• Increased engagement and academic performance for students with disabilities or learning difficulties as they are able to interact more effectively with digital content and participate fully in classroom activities.</li> <li>• Positive feedback from students and parents regarding the usability and effectiveness of the assistive technologies.</li> <li>• Teachers will report an improvement in the inclusion and participation of students with disabilities in classroom tasks and assessments.</li> <li>• A reduction in barriers to learning for students with specific needs, with assistive technologies empowering students to take more control over their learning experience.</li> <li>• Regular reports showing how assistive technology tools have enhanced learning outcomes for students and how the school can further improve accessibility.</li> </ul>	<p>Autumn 1</p>

## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	<p><b>Lighting and Noise:</b> Ensure that classrooms are well-lit, with consideration given to students with visual impairments. Reduce excessive noise levels in classrooms for students with hearing sensitivities or ADHD.</p>	<p><b>Light Reduction:</b></p> <ul style="list-style-type: none"> <li>• Ensure classrooms are well-lit with adequate natural and artificial light to meet the needs of students with visual impairments. Use adjustable lighting where possible to allow for personalised lighting preferences.</li> <li>• Use diffused lighting to reduce glare, which can be uncomfortable for students with visual impairments or sensory sensitivities.</li> <li>• Install task lighting in specific areas (e.g., reading corners or desks) for students who may need extra light to read or complete tasks.</li> <li>• Ensure that the lighting fixtures are adjustable and placed to avoid shadows or direct glare, which can interfere with students' visual comfort.</li> </ul> <p><b>Noise Reduction:</b></p> <ul style="list-style-type: none"> <li>• Install acoustic treatments (e.g., sound-absorbing panels, carpeting, or curtains) in classrooms to minimise echo and reduce background noise.</li> <li>• Use soft materials in classroom furniture and fixtures that reduce sound and provide a quieter environment.</li> <li>• Limit the use of noisy classroom equipment and consider using quieter models for necessary items, such as fans, air conditioning units, or projectors.</li> <li>• Create quiet zones or spaces in the classroom where students with ADHD or sensory processing disorders can go if they need a break from noise.</li> <li>• Ensure that doors and windows are properly insulated to minimise external noise distractions.</li> </ul>	<p><b>Site Manager:</b> Oversee the installation and maintenance of lighting and acoustic treatments in classrooms to ensure they meet the needs of students.</p> <p><b>SENCO (Special Educational Needs Coordinator):</b> Work with teachers to identify specific students who may benefit from lighting or noise adjustments, and provide advice on creating a supportive environment.</p> <p><b>Classroom Teachers:</b> Monitor and adjust classroom lighting and noise levels to accommodate students' needs. Report any issues with lighting or noise to the facilities team.</p> <p><b>External Consultants (if necessary):</b> Consult with experts on lighting design and acoustics to ensure optimal classroom conditions for students with visual impairments or sensory sensitivities.</p>	Spring 2	<ul style="list-style-type: none"> <li>• Classrooms will have appropriate and adjustable lighting that accommodates students with visual impairments and reduces glare for all students.</li> <li>• Noise levels in classrooms will be controlled, leading to fewer distractions and a more focused learning environment for students with hearing sensitivities or ADHD.</li> <li>• Positive feedback from students, staff, and parents regarding the improvements in lighting and noise management in the classroom.</li> <li>• A documented improvement in student engagement, focus, and comfort, particularly for those with sensory processing challenges, visual impairments, or ADHD.</li> <li>• Ongoing monitoring and regular surveys to track how lighting and noise adjustments have impacted the learning environment and whether further changes are necessary.</li> </ul>	Summer 1

<p style="text-align: center;"><b>Medium term</b></p>	<p><b>Signage:</b> Use clear, large, and accessible signage around the school, including braille for visually impaired students and symbols for those with learning difficulties.</p>	<ul style="list-style-type: none"> <li>• Install large, clear text on all signs to ensure readability for individuals with visual impairments and those who struggle with smaller fonts.</li> <li>• Use universally recognised symbols alongside text for key areas (e.g., bathrooms, exits, classrooms) to help students with learning difficulties or language barriers easily navigate the school.</li> <li>• Ensure that colour contrast between text and background is high to support students with visual impairments, including those with colour blindness.</li> <li>• Place signage at appropriate heights, ensuring accessibility for wheelchair users and students with mobility impairments.</li> <li>• Regularly maintain and update signage as necessary to ensure it remains clear, accurate, and accessible.</li> </ul>	<p><b>Site Manager:</b> Oversee the installation of signage, ensuring it meets the needs of all students and is positioned correctly throughout the school.</p> <p><b>Special Educational Needs Coordinator (SENCO):</b> Provide guidance on the specific signage needs for students with learning difficulties and visual impairments.</p> <p><b>School Leadership:</b> Ensure that resources are allocated to ensure signage is accessible, and review feedback from the school community to assess its effectiveness.</p> <p><b>School Staff:</b> Regularly assess signage in their areas of responsibility and report any issues or areas needing improvement.</p>	<p>Summer 1</p>	<ul style="list-style-type: none"> <li>• All areas of the school will be clearly and easily identifiable by students, staff, and visitors, with visual impairments, learning difficulties, and other disabilities.</li> <li>• Positive feedback from students, staff, and visitors with visual impairments or learning difficulties regarding the clarity and accessibility of the signage.</li> <li>• A noticeable reduction in the number of students or visitors who experience confusion or difficulty navigating the school.</li> <li>• Reports or surveys showing that accessibility improvements have enhanced students' independence and confidence in moving around the school environment.</li> <li>• Ongoing tracking of improvements, ensuring that the school remains in compliance with accessibility guidelines and continues to meet the needs of all students.</li> </ul>	<p>Summer 2</p>
<p style="text-align: center;"><b>Long term</b></p>	<p><b>Outdoor Play Areas:</b> Adapt outdoor play areas to ensure that they are inclusive, with sensory spaces for children with autism and physical adaptations for children with mobility impairments.</p>	<ul style="list-style-type: none"> <li>• Designate specific sensory spaces in the outdoor area, equipped with calming elements such as tactile surfaces, quiet zones, and sensory toys to support children with autism or sensory processing disorders.</li> <li>• Ensure that the play equipment is accessible to children with mobility impairments, such as wheelchair-accessible swings, ramps, and inclusive play structures that allow all children to participate.</li> <li>• Use materials and designs that cater to different sensory needs, including color contrasts, soft textures, and noise-reducing elements to help children with sensory sensitivities.</li> <li>• Create shaded areas for children who may have sensitivities to sunlight or heat.</li> <li>• Ensure pathways are wide, smooth, and navigable for children using mobility aids, with no barriers to movement.</li> <li>• Include quiet spaces for children who may</li> </ul>	<p><b>Site Manager:</b> Oversee the adaptation and maintenance of outdoor play areas, ensuring that they meet the needs of all students.</p> <p><b>SENCO (Special Educational Needs Coordinator):</b> Provide guidance on how to design inclusive play spaces for children with autism and mobility impairments and ensure the spaces meet the needs of students with disabilities.</p> <p><b>Health and Safety:</b> Ensure that all adaptations meet safety</p>	<p>Summer 2</p>	<ul style="list-style-type: none"> <li>• The outdoor play areas will be fully accessible and inclusive for children with physical disabilities, autism, and other special needs.</li> <li>• Increased participation and engagement in outdoor play for children with mobility impairments and sensory needs.</li> <li>• Positive feedback from students, parents, and staff about the inclusivity of the outdoor spaces and the benefits for students with disabilities.</li> <li>• A significant reduction in barriers for children with special educational needs in accessing outdoor play opportunities.</li> <li>• Regular reports showing that the outdoor spaces are meeting the accessibility and sensory needs</li> </ul>	<p>Autumn 1</p>



need to take a break from the busyness of playtime, with seating areas that are safe and accessible.

- Ensure that outdoor play areas are regularly reviewed for safety, accessibility, and inclusivity, including regular checks of equipment and surfaces.

standards and are regularly checked for maintenance and suitability.

**Staff and Support**

**Workers:** Monitor and support children's use of the outdoor areas, ensuring they are safe and accessible for all.

**Parents (feedback):**

Solicit feedback from students with special needs and their parents to ensure that the play areas meet their needs effectively.

of all children, ensuring that all students have equal opportunities for physical and social play.

## Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	<p><b>Communication with Parents:</b> Use a range of communication methods (phone, email, in-person meetings, online portals) to ensure accessibility for all families, including those with language barriers or hearing impairments.</p>	<ul style="list-style-type: none"> <li>Use a variety of communication methods (phone calls, emails, in-person meetings, and online portals) to ensure all families are reached effectively.</li> <li>Provide language support (e.g., translation services) for families whose first language is not English.</li> <li>Offer speech-to-text services during in-person meetings or virtual meetings for parents with hearing impairments.</li> <li>Make sure all written communication is clear, concise, and available in different languages, where applicable.</li> <li>Regularly remind parents about the various communication options and encourage them to request any specific accommodations they may need.</li> <li>Ensure online communication platforms are accessible (e.g., compatible with screen readers and easy navigation for all users).</li> </ul>	<p><b>Admin Team:</b> Act as the first point of contact for parents and coordinate language services, such as translation and interpretation.</p> <p><b>SENCO:</b> Identify and support families with specific communication needs (e.g., hearing impairments or language barriers).</p> <p><b>Class Teachers and Support Staff:</b> Ensure they are aware of the various communication methods available and use these tools when necessary.</p>	Spring 2	<ul style="list-style-type: none"> <li>Parents from diverse linguistic backgrounds and those with hearing impairments will have clear access to school communications.</li> <li>Increased parent engagement and participation in school meetings and events, with no barriers due to language or hearing challenges.</li> <li>A documented reduction in communication gaps between the school and families who previously faced difficulties in understanding or accessing information.</li> <li>Positive feedback from parents regarding the accessibility of communication methods, with high satisfaction ratings in terms of responsiveness and clarity.</li> <li>Regular reports from staff on the use of communication methods, showing that all families are reached and supported effectively.</li> </ul>	Summer 1
Medium term	<p><b>Website Accessibility:</b> Ensure the school website meets WCAG (Web Content Accessibility Guidelines) for accessibility, including text-to-speech options, alt text for images, and easy navigation for users with disabilities.</p>	<ul style="list-style-type: none"> <li>Implement text-to-speech functionality on the website.</li> <li>Add descriptive alt text for all images on the website to assist users with visual impairments.</li> <li>Improve navigation to ensure it is user-friendly for individuals with disabilities, including those using screen readers or keyboard navigation.</li> <li>Regularly audit the website for accessibility issues and address them promptly.</li> </ul>	<p><b>External Accessibility Consultant (if necessary):</b> Provide expert guidance or conduct in-depth accessibility evaluations.</p> <p><b>ADH:</b> Lead the implementation of accessibility features, including coding, text-to-speech functionality, and alt text updates.</p>	Summer 1	<ul style="list-style-type: none"> <li>The school website will comply with WCAG 2.1 AA standards.</li> <li>All images on the website will have appropriate alt text.</li> <li>The website will feature text-to-speech options and be fully navigable via keyboard or screen reader.</li> <li>Increased usability for students, staff, parents, and visitors with disabilities.</li> <li>Positive feedback from users</li> </ul>	Summer 2

					<p>with disabilities indicating improved accessibility.</p> <ul style="list-style-type: none"> <li>Regular reports showing the results of accessibility audits, with documented improvements over time.</li> </ul>	
<p><b>Long term</b></p>	<p><b>Alternative Formats for Communications:</b> Provide written materials (letters, newsletters, reports) in alternative formats, such as large print or digital formats, upon request.</p>	<ul style="list-style-type: none"> <li>Implement a system for parents, guardians, and staff to request materials in alternative formats.</li> <li>Create a process for converting documents into large print or digital formats (e.g., PDFs, Word documents, or screen reader-friendly formats).</li> <li>Provide training to relevant staff on how to handle alternative format requests and how to use tools/software for conversion.</li> <li>Publicise the availability of alternative formats on the school website and in communication with parents.</li> </ul>	<p><b>Admin Team:</b> Manage requests for alternative formats, track and process requests efficiently.</p> <p><b>SENCO:</b> Assist in identifying individuals who may need alternative formats and follow up to ensure they are receiving the necessary support.</p>	<p>Summer 2</p>	<ul style="list-style-type: none"> <li>The school will have a clear and accessible process for parents and staff to request communications in alternative formats.</li> <li>All requests for alternative formats will be fulfilled within a set timeframe (e.g., within 5-7 business days).</li> <li>Positive feedback from parents, staff, and guardians regarding the accessibility of school communications.</li> <li>Increased awareness among the school community about the availability of alternative formats, with a high rate of compliance and response to requests.</li> <li>A documented decrease in barriers for families and staff with visual impairments or other communication challenges in receiving school communications.</li> </ul>	<p>Autumn 1</p>

**Monitoring and review**

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is April 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.