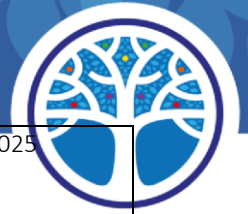




2:10 Accessibility Plan: 2025-2028

Aims	Target	Strategies	Responsibilities	Timescale
1. Improve access to curriculum for all pupils.	Pupils will have access to a broad and balanced curriculum that better reflects our school community.	Audit of the curriculum. Embed themes of diversity and inclusion, across all subjects. Staff CPD on inclusive curriculum design. Gather pupil and family voice. Update resources to reflect backgrounds and languages of the school community. Monitor and evaluate impact.	Curriculum Leads VP for Curriculum	Summer 2026 Ongoing CPD Summer 2026 Yearly review
	Adaptive teaching will be embedded across school, with teachers consistently and effectively using ongoing assessment data to inform real-time lesson adaptations.	Staff CPD on adaptive teaching strategies and effective use of assessment tools (LBQ, Wayfinder, Reading Plus, Flash Academy). Use of assessment systems Share best practice through peer coaching. Learning Walks Monitor pupil progress and adapt approaches accordingly.	SLT	Ongoing



	Pupils with SEND have equitable access to extra-curricular and enrichment opportunities.	Audit current clubs and enrichment activities to identify barriers for SEND pupils. Adapt clubs/activities where needed Deploy additional staff support (TAs) to enable participation in enrichment activities and trips. Pupil voice Offer new clubs tailored to SEND needs while ensuring pupils can also access mainstream opportunities. Monitor participation data termly and track impact through pupil feedback and case studies.	PE Team	Autumn 2025 Ongoing
2. Improve access to the school environment for all pupils.	Fully accessible Forest School and Sensory Garden area is in use to support all pupils.	Conduct accessibility audit of proposed new Forest school space. Eco club to design and promote space, including accessible features for all pupils. Development of grassed area. Additional Forest School leader trained.	Eco Team & lead Site team SLT	Autumn 2025 By Autumn 2026 Summer 2026



	Dedicated calm spaces are in use across school to support pupil regulation and sensory needs.	Audit existing spaces in school to identify suitable areas for sensory and regulation provision. Consult with occupational therapists, SEND specialists, and parents to ensure spaces meet a range of needs. Purchase and install appropriate resources (sensory lighting, tactile equipment, calming furniture, visuals). Train staff in using Zones of Regulation strategies and embedding them in daily practice.	SENDCo	Autumn 2025 Summer 2026 Summer 2027 Summer 2026
	School environment is accessible to pupils with vision and hearing impairment.	Work with Derby City STEPs team to complete accessibility audit focusing on HI and VI needs. Train staff on classroom adaptations for HI/VI pupils, including use of specialist resources.	SENDCo	Summer 2026 Summer 2027



3. Improve access to further opportunities for all pupils.	Enrichment opportunities are accessible to all pupils.	Review all enrichment opportunities to identify barriers to participation (cost, timing, physical access, SEND requirements). Mapping of enrichment opportunities. Acquire a disabled badge or fully accessible minibus. Ensure information about clubs and enrichment activities is accessible to all families (plain language, translated materials, visual timetables). Personally invite pupils from underrepresented groups or those with SEND to engage in enrichment activities	SLT Trust/Site Team Office Team Class Teachers	Autumn 2025 Summer 2028
	All pupils who require additional, external support (e.g. SALT, OT, or Educational Psychology) have timely referrals and access.	Maintain a log of all pupil referrals. Close working partnership with Derby City SEND teams. Staff CPD to support making referrals Consistent and clear communication with families. Staff support to embed recommendations into classroom practice. Termly review of support package.	SENDCo	Ongoing

