



<b>Policy Name</b>	<b>ACCESSIBILITY POLICY AND PLAN</b>
<b>Relevant To</b>	<b>Federation</b> <input checked="" type="checkbox"/> <b>Bidwell Brook Only</b> <input type="checkbox"/> <b>Ellen Tinkham Only</b> <input type="checkbox"/>
<b>Type of Policy</b>	<b>Model</b> <input type="checkbox"/> <b>School</b> <input checked="" type="checkbox"/>
<b>Name of Policy Holder</b>	<b>Nikki Burroughs</b>
<b>Subject/Department</b>	<b>Premises / Health &amp; Safety</b>
<b>Approved By</b>	<b>Full Governing Body</b> <input type="checkbox"/> <b>CBT Governors</b> <input checked="" type="checkbox"/> <b>T&amp;L Governors</b> <input type="checkbox"/> <b>SLT</b> <input type="checkbox"/>
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## Our Vision

**Everyone will be the best that they can be**

**Everyone has a voice**

**No-one is excluded**

This is the vision that inspires our pedagogy, shapes our practice, and drives our high aspirations for pupils and staff.

### 1. Aims

Our Federation community is resolutely committed to fostering an inclusive environment where each child is welcomed and valued, irrespective of sex, race, belief, gender identity, sexual orientation, physical disability, or learning disability. As a Federation of special schools, we dedicate ourselves to serving the needs of children with learning disabilities. We continually strive not only to meet the needs of our pupils with disabilities but also to provide an exemplary educational experience within a stimulating environment.

The overarching aim of our Accessibility Policy is to raise the profile of individuals with disabilities within the local community. We achieve this by nurturing robust partnerships with other schools and community organisations. Our steadfast commitment ensures that all pupils, regardless of their physical abilities or disabilities, can fully access the education and associated services we offer.

Enhancing accessibility remains of paramount importance to us and is intricately woven into the fabric of our practices and reflections. This Accessibility Plan consolidates key strands we are actively reviewing and developing to ensure that all pupils can access education. Specifically, we focus on the three areas outlined by the planning duties of the Equality Act 2010:

- To improve each school environment, thereby enhancing the ability of our pupils to benefit from educational and associated services;
- To increase the extent to which pupils can participate in our curriculum;
- To optimise the delivery of information to pupils.

Furthermore, the governing body acknowledges its responsibilities towards employees with disabilities. We are committed to monitoring recruitment procedures to ensure equal opportunities. We will provide necessary support and special provisions for staff with disabilities to perform their roles effectively, and we will undertake reasonable adjustments to facilitate access to the workplace. Through these initiatives, we aspire to create an inclusive educational environment that empowers all members of our school community.

This plan will be made available online on each school website, and paper copies can be obtained upon request. The Learn to Live Federation is also devoted to ensuring that staff are trained in equality issues with particular reference to the Equality Act 2010, including a comprehensive understanding of disability issues.

We actively encourage all staff and stakeholders to contribute to our annual Federation Development and Innovation Plan (FDIP) and engage in regular consultations through questionnaires. The development of this accessibility plan includes diverse stakeholders, including pupils, parents, staff, and governors of the school, ensuring a collaborative approach to inclusivity.

## **2. Legislation and Guidance**

This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools regarding the Equality Act 2010. The Act defines an individual as disabled if they possess a physical or mental impairment which has a 'substantial' and 'long-term' adverse effect on their ability to perform normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as lasting 'a year or more', while 'substantial' is characterised as 'more than minor or trivial'. This definition encompasses sensory impairments that affect sight or hearing, as well as long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are mandated to make 'reasonable adjustments' for pupils with disabilities as per the Equality Act 2010, ensuring that they do not face substantial disadvantages relative to their peers without disabilities. This can involve the provision of auxiliary aids or modifications to the school premises, thereby fostering an inclusive educational environment.

## **3. Action Plan**

See table below:

## Action Plan

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

- **To improve each school environment, thereby enhancing the ability of our pupils to benefit from educational and associated services**

Improving the physical environment of each site across the Learn to Live Federation is fundamental to enabling disabled pupils to benefit fully from the educational experiences we offer. The planning duty encompasses various aspects of the physical school environment, including steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits, internal and external doors, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs, and furniture.

To achieve enhanced accessibility, we are committed to implementing aids that improve the physical environment of the school wherever possible. This may include the installation of ramps and handrails, ensuring that doorways are widened, equipping the premises with more lifts, and installing electromagnetic doors. We also aim to provide adapted toilets and washing facilities, adjustable lighting, blinds, and way-finding systems to support pupils with specific needs.

Furthermore, accessibility considerations extend to the school environment itself. Our hydrotherapy pools are fully accessible for all pupils, and we are continuously mindful of the needs of individuals with physical or sensory impairments when planning future improvements and refurbishments. This includes enhancing access, lighting, acoustic treatment, colour schemes, and providing accessible facilities and fittings.

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Completion Date	Success Criteria
To improve toileting facilities at Ellen Tinkham School Site, with a focus on creating inclusive, practical, and child-friendly toilet spaces	We have implemented a comprehensive toilet renovation programme to maximize respectability within our financial constraints. Our efforts focus on ensuring all sanitary facilities meet the needs of our pupils. This includes installing hoists and providing specialist equipment such as Acheeva Beds. While we acknowledge	To renovate toilet facilities so that they are accessible and comfortable for children with varying developmental and physical needs and support toilet training and continence development	To liaise with LA, and companies and gather quotes for renovation to produce a costed action plan and identify sources of funding	<ul style="list-style-type: none"> <li>• SLT</li> <li>• ET Site Manager</li> </ul>	Rolling programme of works – completed by Autumn 2027	Facilities meet or exceed local accessibility regulations. Facilities are designed to support children with varying levels of motor skills, including those requiring assistance or adaptive equipment and are appropriately

	that our current facilities are not optimal, we are actively collaborating with the Local Authority, Sentient Trust, and local councillors to enhance our amenities and create more inclusive and accessible toileting facilities for our diverse student requirements.					sized or adjustable for children. Facilities include features that promote independence, such as step stools or low-level fixtures for children who are training
To develop a comprehensive and cost-effective action plan for the redevelopment of the old changing rooms in the hydrotherapy pool at Ellen Tinkham School	Pupils from EYFS/KS1 use the school hydrotherapy pool at ETS at least once a week for a water confidence swimming session. All pupils with physio programmes have a session as per their EHCP. The physical skills that pupils have developed are assessed and reported on in their annual review reports	To produce a costed action plan for redevelopment of changing rooms at ET	To liaise with companies and gather quotes to produce a costed action plan to improve the changing facilities at ET pool.  Identify sources of funding	<ul style="list-style-type: none"> <li>• SLT</li> <li>• ET Site Manager</li> </ul>	Action Plan completed by September 2026	The action plan includes all necessary elements for changing room redevelopment, such as space requirements, accessibility features, and essential facilities. Detailed and realistic cost estimates are provided for all aspects of the redevelopment project. A well-defined timeline with specific milestones and deadlines for each phase of the redevelopment is included
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes:	To ensure all areas are accessible across the Federation	Check over the year key areas are clear of debris during seasonal times.	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Site managers at both schools</li> </ul>	Rolling programme of works – reviewed annually	Playgrounds, entrances and walkways are clear of debris and safe during seasonal weather (including

	<ul style="list-style-type: none"> <li>• Ramps (although not all ramps on all sites meet DDA)</li> <li>• Corridor width in some buildings</li> <li>• Accessible toilets, bathrooms and changing facilities are available</li> <li>• Hoists</li> <li>• Specialist equipment e.g. Acheeva Beds</li> <li>• Hand rails are available on corridors</li> <li>• Entrances are clearly marked</li> </ul>		<p>BB - Monitor car parking for inappropriate use and identify disabled spaces</p> <p>Site development plans at each site to include ensuring that there is a programme of works in place to ensure that ramps on all sites meet DDA requirements, adequate access to accessible changing facilities, hand rails are available in all corridors and that all entrances are clearly marked.</p>			<p>shelter during summer and gritted during winter).</p> <p>Car park will remain safe and used only by school staff and visitors including the appropriate use of disabled spaces</p>
<p>To enhance and optimise outdoor play opportunities for all pupils across the Learn to Live Federation through strategic improvements to outdoor spaces and resources</p>	<p>Outdoor play and learning is provided at each site in a variety of ways. We understand the importance of providing safe and stimulating outdoor learning opportunities and facilities to support regulation, physical development, social and emotional development, turn taking, problem solving etc</p>	<p>Further develop access for pupils to outdoor play through purchase of appropriate equipment and further development of outdoor areas in each setting – paths, surfaces.</p>	<p>Ongoing redevelopment of all outdoor areas including wheelchair accessible play equipment. Provide ongoing training and support for staff to effectively facilitate and enhance</p>	<ul style="list-style-type: none"> <li>• CBT</li> <li>• Heads of Sites</li> </ul>	<p>BB main playground = Phase 3 playground completed by Autumn 2026. BB - EYFS playground improvement completed by Spring 2026.</p>	<p>All pupils enjoy outdoor play regardless of their physical and sensory needs. Outdoor play spaces and activities contribute to pupils' physical, cognitive, social, and emotional development.</p>

		Ensure that the outdoor play spaces and activities contribute to pupils' physical, cognitive, social, and emotional development	outdoor play activities for all learners		ETS Main Playground – plans to be in place by September 2025, fundraising to commence then with a view to completing project by Autumn 2027	Each site has a rich, accessible outdoor environment that supports the diverse needs of all pupils, while empowering staff to maximise the potential of these spaces for play and learning
Maintain safety for visually impaired	Communication in print around school to help children's understanding and visual recognition. Contrasting colours used to highlight edges of door frames, handrails etc. We avoid patterned carpets and use contrasting floor coverings to define boundaries. We keep pathways clear of obstacles whenever possible and try to maintain a consistent layout so that children can navigate spaces as independently as possible	To ensure a safe and accessible environment for visually impaired children by implementing measures that enhance visibility reduce hazards and maintain safety systems	Conduct Visual accessibility audits in each site.  Check exterior lighting is working on a regular basis  Put black/yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate  Check flashing beacons that signal fire alarm activation regularly	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Each School Site Manager</li> </ul>	End of Summer Term 2025	Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year

<p>Ensure there are enough fire exits around each site that are suitable for people with a disability</p>		<p>To assess, implement, and maintain an adequate number of accessible fire exits at each site to ensure safe evacuation for people with disabilities in case of emergencies</p>	<p>Daily health and safety checks of the school and its surroundings – fire exits and equipment. Conduct a comprehensive site assessment to identify existing fire exits and their suitability for people with disabilities. Ensure we have appropriate signage, including wheelchair fire exit signs, to clearly mark accessible escape routes. Look to add ramps or level access where needed. Install hand rails along escape routes, ensure doorways are wide enough for wheelchair users. Ensure all PEEPS are up to date. Ensure staff are trained on proper evacuation</p>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Each School Site manager</li> </ul>	<p>End of Autumn Term 2026</p>	<p>All staff/ pupils have safe exits from school. Necessary equipment, such as evacuation chairs or lifts designed for emergency use, is available and functional. Staff are adequately trained in assisting disabled individuals during evacuations and in using evacuation aids effectively. Fire exits and evacuation equipment are regularly inspected and maintained to ensure they remain operational at all times</p>
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			procedures and equipment and are aware of need to keep fire exits clear			
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- **To increase the extent to which pupils can participate in our curriculum**

The second aspect of our Accessibility Strategy is centred on ensuring that our pupils can participate fully in the school's curriculum. To this end, our planning duty is designed to improve access to a broad and balanced curriculum for all pupils. Adjustments to teaching and learning strategies will be made, particularly in terms of classroom organisation, staff deployment, timetabling, curriculum options, and provision of staff training.

Recognising that many adjustments must be tailored to individual needs, we will actively plan to improve access progressively, drawing on the recommendations outlined in individual EHCPs where appropriate.

Through our Accessibility Strategies and Plans, we are ensuring that our school is responsive to the specific needs of our pupils, allowing them to fulfil their potential on equal footing with their peers.

To ensure teachers and teaching assistants have the necessary training to teach and support pupils, the Learn to Live Federation implements a comprehensive approach:

1. Induction Programme - All new staff participate in the school's induction programme. This includes:
  - Familiarising staff with the Federation's ethos and values;
  - Clarifying roles and responsibilities;
  - Introducing key policies and procedures.
2. Probationary Period: Support staff undergo a six-month probationary period with two meetings to discuss progress and training needs on a confidential basis.
3. Annual Performance Management: All staff participate in annual performance management meetings to identify training needs.
4. Dedicated Training Time - This includes:
  - Five INSET days throughout the school year for staff training;
  - 45 minutes per week set aside for class/whole school Continuing Professional Development (CPD).
5. Early Career Teachers (ECTs) Support - This includes:
  - Two-year induction period with structured support based on the Early Career Framework (ECF)<sup>1</sup>;
  - Assigned mentors for one-to-one support and feedback;
  - 10% timetable reduction in the first year and 5% in the second year for focused learning and development.

6. Ongoing Professional Development - This includes:

- Regular training sessions and professional development opportunities;
- Tailored training to individual roles and needs.

7. Record Keeping: Training records are maintained electronically, with hard copies of signing-in sheets and certificates stored in the school office.

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Completion Date	Success Criteria
To have an inclusive and effective curriculum that enhances learning outcomes for all pupils by aligning with best practices in pedagogy and up-to-date subject content	A school curriculum adapted from National curriculum is being implemented to ensure all pupils continue to make excellent progress towards challenging objectives	To revise the school curriculum in line with improvements to classroom practice and subject content and to ensure it meets the needs of all pupils	Dedicated staff INSET time to review the teaching of the post 16 curriculum, Numeracy DT Phonics and Inclusion	<ul style="list-style-type: none"> <li>• Subject Leaders</li> <li>• T&amp;L SLT</li> <li>• CEIAG Lead</li> <li>• Class Teachers</li> </ul>	End of Summer Term 2026	Our curriculum is accessible and meets the diverse needs of our learners across the federation. It reflects up-to-date subject content and incorporates evidence-based teaching practices. Assessments enable staff to monitor pupil progress and show measurable progress across all subjects with improvements in attainment, engagement and skill development. Teachers are confident in delivering curriculum supported by CPD and appropriate resources
To enhance the educational experience of all by fostering creativity	Curriculum days are well established in the school in which the community	To plan and deliver whole school curriculum days annually	To delegate responsibility for each curriculum day to Subject Leads who	<ul style="list-style-type: none"> <li>• Subject Leaders</li> <li>• Senior Leaders</li> </ul>	End of Autumn Term 2026	Curriculum days successfully integrate multiple areas of learning eg communication,

<p>collaboration and engagement through dedicated curriculum days that provide meaningful cross curricular learning opportunities for all</p>	<p>comes together to share, celebrate success and focus on a particular theme altogether. They seek to be entirely inclusive</p>		<p>coordinate and lead each day. Have a clear timetable of days. Further responsibility is delegated to class teachers to ensure maximum accessibility</p>	<ul style="list-style-type: none"> <li>• Class Teachers</li> </ul>		<p>exploration, physical development, social interaction etc into meaningful and cohesive activities. All pupils actively participate in curriculum day activities with appropriate support (1:1) sensory resources, communication aids etc. Pupils demonstrate enjoyment and engagement during activities as observed through their responses</p>
<p>To enhance the educational and social experiences of our pupils by providing diverse, engaging and accessible extra-curricular activities tailored to their interests and abilities</p>	<p>The Student Council is an elected body that meets at least once a term. The objectives for the year = to improve pupils experiences of school which they work towards and report back on in meeting minutes</p>	<p>To have published a provision map outlining opportunities across key stages, ensuring equitability of access for all.</p>	<p>For dedicated time and staffing to the Student Council to enable this group to meet and discuss this topic. Collaborate with families, caregivers, and staff to gather insights into pupils' interests and potential activities. Pilot different types of clubs/residentials and gather feedback from staff, families and pupils on their effectiveness and use this feedback to refine offerings</p>	<ul style="list-style-type: none"> <li>• Student Council members</li> <li>• PSHE Subject Leaders</li> <li>• Federation Enrichment Team</li> </ul>	<p>End of Summer Term 2025</p>	<p>Clubs and residentials are designed to accommodate the diverse needs of pupils with PMLD/SLD, ensuring all pupils can participate regardless of their abilities. A measurable percentage of pupils participate in extracurricular activities weekly (eg 10–20%) engagement depending on school targets. Positive feedback is received from pupils (where possible), parents/carers, and staff</p>

						about the relevance, accessibility, and impact of the activities. The Federation establishes a sustainable model for running clubs by securing funding or partnerships with external organisations (eg local sports clubs or charities)
To broaden pupils educational, cultural and social experiences by reintroducing international residential trips, fostering global connections and providing inclusive opportunities for personal growth	The school has a programme of annual residential trips for years 6 and 11 which is known to positively impact on life outcomes outside and beyond school	To explore the potential for an overseas link with the aim of re-establishing foreign residential trips	As part of the review of educational trips and visits, to decide how to reinstate foreign residential trips in a sustainable way. Explore funding opportunities from grants or charities that support school trips, especially for pupils with additional needs. Engage pupils, parents and staff in discussions about trip planning to ensure alignment with expectations and needs	<ul style="list-style-type: none"> <li>• EVC</li> <li>• Senior Leaders</li> <li>• Class Teachers</li> </ul>	By end of Autumn Term 2027	Pupils are able to access overseas trips that provide enriching experiences that support the educational, social, and personal development of PMLD/SLD pupils while ensuring accessibility and inclusivity
To ensure equitable access to diverse high-quality texts for all pupils by incorporating inclusive and	Individual classes have their own individual library selections and there are now shared	To review the extent to which all classes have access to high quality and varied texts, utilising appropriate	To ensure a range of pupil voices are heard and ideas integrated into the Action Plan. To liaise with companies and gather quotes. To	<ul style="list-style-type: none"> <li>• English Subject Leads</li> <li>• Senior Leaders</li> </ul>	Spring Term 2026	All pupils regardless of abilities can access texts through appropriate formats. A diverse range of high-quality texts are available

accessible reading technologies fostering engagement and literacy learning	library spaces in each site	accessible technologies as required ie audiobooks	identify sources of grant funding. Provide staff training	<ul style="list-style-type: none"> <li>• Class Teachers</li> <li>• Student Council</li> </ul>		covering different subjects, genres and reading levels. Texts are matched to pupils reading ages and comprehension levels. Appropriate technologies are available and used effectively. Teachers demonstrate proficiency in using and creating accessible resources
To establish sustainable and profitable sales outlets by building strong partnerships with local businesses, expanding market reach for our enterprise products	Enterprise is a discrete element of the Post 16 curriculum, with dedicated teaching time and resourcing within school. Opportunities for selling at whole school events	To develop links and create an action plan for securing sales outlets for enterprise work	To explore the validity of shops and outlets selling our products, establish relationships and agreements with local partners and develop financial systems to support this	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Post 16 Leads</li> </ul>	End of Summer Term 2025	Achieve a measurable increase in product sales through new outlets
To review whether we have sufficient ICT licences/resources for the effective and efficient delivery of leaning	Bespoke computer technology is in use by pupils across the school. iPads and laptops are available throughout the school. Smart boards are available in all classrooms. Pupils who need them have	To develop a rolling programme of investment in ICT in order to reduce the risk of obsolescence and to distribute costs	Dedicated INSET time to review licences/resources. Assess the adequacy of hardware (eg computers, tablets, interactive whiteboards) to support the use of licensed software and resources.	<ul style="list-style-type: none"> <li>• ICT Team</li> <li>• Subject Leads</li> <li>• Heads of Sites</li> <li>• Executive Head</li> <li>• Finance Manager</li> </ul>	End of Summer Term 2026	ICT resources are readily available and accessible to all pupils and teachers leading to improved outcomes for pupils. Teachers and staff demonstrate proficiency in using the available ICT resources and integrating

	AAC devices to assist with communication		To develop and implement a sustainable financial model. Evaluate staff competency in using available ICT resources and devise staff training			them effectively into their teaching and learning. Each school's network infrastructure can handle the demands of simultaneous use of ICT resources without significant slowdowns or disruption
Improve access for those with VI & MSI	Learning materials are offered in different formats. Good partnerships with parents and other professionals (DCC MSI team etc). Pupils have personalised plans tailored to meet their specific needs/goals	To ensure all pupils with a MSI have effective access to learning	Identified teacher completes professional development to become QTVI/MSI. Regular monitoring of MSI interventions. Link with MSI professionals	<ul style="list-style-type: none"> <li>• Executive Head</li> <li>• T&amp;L SLT</li> </ul>	By end of Autumn Term 2027	Pupils with an identified MSI will have full access to their curriculum at a level appropriate to them
To provide specialist equipment to promote participation in learning by all pupils		To identify, acquire and implement appropriate specialist equipment and assistive technologies that enable pupils to fully access curriculum and participate in learning activities	Collaborate with teachers, parents and specialists to assess the needs of the children in each class and provide equipment as needed. eg special pencil grips, headphones, writing slopes etc. Apply for grants and establish partnerships with services that	<ul style="list-style-type: none"> <li>• Enable Team</li> <li>• Heads of Sites</li> <li>• Executive Head</li> <li>• ICT Manager and Team</li> <li>• Class Teachers</li> </ul>	Summer Term 2027	Children will develop independent learning skills. All pupils requiring specialist equipment have access to tools tailored to their individual needs as identified through assessments. Equipment is successfully integrated into classroom environments, enabling

			provide loan equipment or discounts. Ensure technologies re installed and integrated into classrooms. Staff training to ensure confidence and competence			pupils to access the curriculum fully. Pupils demonstrate increased participation in learning activities using assistive technologies. Staff are proficient in using assistive technologies, as evidenced by training completion records and feedback surveys
To create a curriculum and assembly program that celebrates and reflects the cultural religious ethnic, gender and sexual diversity of the federation community, fostering inclusivity understanding and respect among all pupils		To review the curriculum to ensure the curriculum and assemblies reflect the cultural, religious, ethnic, gender and sexual diversity of the school, community and country we live in	Subject Leaders to present to Governors. Subject Leaders to take part in lesson observations so that they have an accurate understanding of pupil progress. Ongoing curriculum review by Subject Leaders to ensure equality, diversity and inclusion is supported through the curriculum	<ul style="list-style-type: none"> <li>• PSHE Leads</li> <li>• T&amp;L Deputy Heads</li> </ul>	Autumn Term 2025	The Learn to Live curriculum will reflect the cultural, religious, ethnic, gender and sexual diversity of the school, community and country we live in. It will enable all learners to make maximum progress throughout their time at the school
Each school within the Federation to provide an environment where relational practices and targeted support enable all pupils,	The Learn to Live Federation uses resources and approaches tailored to the needs of pupils who require	To embed relational practice across the Federation so that all adults have access to the necessary information to meet	Monitor use of behaviour plans. Provide staff with CPD on Relational Practice including support for pupils with social communication issues.	<ul style="list-style-type: none"> <li>• Enable Team</li> <li>• Heads of Sites</li> <li>• Executive Head</li> </ul>	Ongoing	Learners receive the individual, personalised support they require to access the curriculum. Relational practices are consistently implemented across

<p>particularly those with social communication needs, to thrive academically, socially, and emotionally by ensuring staff have the necessary tools and information to meet individual needs effectively</p>	<p>support to access the curriculum</p>	<p>pupils' individual needs</p>	<p>Pilot use of low stimulus areas within the school to support pupils. Ensure Subject Leaders have a clear understanding of learners' attainment across all pathways and are able to use assessment information to monitor progress and support learning. Termly Progress Reviews. Identification of any change in pupil need through EHCP</p>			<p>all schools in the Federation, as evidenced by clear policies, staff training records, and classroom observations. Staff demonstrate a shared understanding of relational approaches and apply them effectively in daily interactions with pupils. Pupils with social communication needs show measurable improvement in engagement, participation, and emotional well-being (eg through attendance records, behaviour logs). Pupils across the Federation feel safe, included, and supported, as evidenced by pupil voice surveys and feedback</p>
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- **To optimise the delivery of information to pupils**

The third component of our Accessibility Plan pertains to the delivery of information for pupils with disabilities. We are committed to making all written information – such as handouts, timetables, textbooks, and notifications about school events – accessible in various formats. This includes offering audio tapes, large print, symbols, and alternative communication strategies, including oral presentations, lip speaking, and Makaton sign language.

It is our goal to ensure that information is disseminated within a reasonable timeframe, taking into account the preferences of pupils and parents regarding format. By doing so, we foster an environment of inclusivity and ensure that all members of our school community can access essential information readily. We promote effective communication through signing, symbols, and both low- and high-tech communication aids. Augmentative and Alternative Communication (AAC) devices are provided as needed, ensuring all pupils can engage fully with their learning environment.

To ensure that information is user-friendly, we strive to present all communication, including newsletters, with clarity and engagement, frequently incorporating photographs. Statutory and relevant information will be accessible via the school website, with additional local updates shared through our schools’ Facebook pages.

Utilising communication tools such as Makaton signing, Picture Exchange Communication System (PECS), and AAC devices throughout our educational practices supports pupils’ communication and comprehension skills.

<b>Aim</b>	<b>Current Good Practice</b>	<b>Objectives</b>	<b>Actions to be Taken</b>	<b>Person Responsible</b>	<b>Completion Date</b>	<b>Success Criteria</b>
Improve the delivery of information to pupils	The Learn to live Federation uses a Total Communication approach to make sure the curriculum is accessible. This includes: <ul style="list-style-type: none"> <li>• Makaton signing</li> <li>• Large print resources</li> <li>• Use of symbols</li> <li>• Use of objects of reference</li> </ul>	To establish a Total Communication and environment within the schools in which all adults are communication partners and have access to the necessary information to meet pupils’ individual needs. Ensure the Student Council has particular	Monitor use of communication passports. Provide staff with CPD on Total Communication. Discuss appropriate inclusive activities for the Student Council including preparation before the meeting, use of symbols, signing, Talking Mats	Enable Team		Learners receive the individual, personalised support they require to access the curriculum and enrichment activities

		regard to how non-verbal pupils with SLD and PMLD access this activity				
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#### **4. Monitoring Arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body in Spring 2028.

#### **5. Links with Other Policies**

This Accessibility Plan is linked to the following policies and documents:

- Health and Safety Policy;
- Equality Information and Objectives (Public Sector Equality Duty) Statement for publication;
- Special Educational Needs (SEN) Information Report;
- Supporting Pupils with Medical Conditions Policy.

Our Federation is dedicated to fostering an inclusive environment where each child is valued, regardless of their abilities or disabilities. We continually strive to meet the needs of our pupils and provide them with the best possible educational experience.