



KNOWLEDGE – OPPORTUNITIES – PRIDE – ACHIEVEMENT

King Offa Primary Academy

Accessibility Plan

Adopted: September 2023

Review date: September 2026

Approved by:

King Offa Primary Academy has adopted this accessibility plan in line with the school's SEND Information Report with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

This accessibility plan forms part of the school's approach to meeting the needs of all our pupils. The plan should be read in conjunction with the school's SEND Information Report and shall be published on the school's website.

Our **Information Report** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we aim to ensure equal opportunities for all our students through increased access to the curriculum, improving the physical environment at the school and enhancing the availability of access to information, with a particular focus on students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **Information Report** for an outline of our full provision to support pupils with SEND.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in several areas. Progress on these measures will be updated annually and reported to the governing body.



Priority area	Target Group	Aim	Strategies and current practice	Outcome	Responsibility	Time Frame	
Access to the Curriculum:							
1. To set suitable learning challenges for all pupils' Learning	All children, including those with SEND	All children make progress in line with expectations.	Planned assessment periods, Pupil progress meetings, SEND pupil progress meetings. Timely identification of needs and appropriate interventions.	All Children make academic progress in line with expectations.	Headteacher, SENco, SLT, Lead teacher for reading and DSR, class teachers.	Ongoing	
2. To ensure children with communication and Interaction difficulties can fully engage in the curriculum.	Children with Communication and Interaction needs, children with hearing loss.	Children make measurable progress.	Makaton used across Foundation Stage, Makaton training for key staff to increase use of Makaton in classrooms across school. Class staff and TAs running interventions to have appropriate training, speech link and language link used to identify children in FS, monitor older children and used to assess children new to school in other year groups. SENCo to monitor provision. Visuals used in class. Advice taken from SALT and CLASS where appropriate. Liaison with Sensory Needs service.	Records show use of appropriate strategies for all children with CI needs. Staff access appropriate training. Learning environment shows use of visuals.	SENCo, class staff.	Ongoing	



3. Full access to PE curriculum for all children.	Pupils with disabilities or medical conditions.	To ensure curriculum is available to all regardless of disability.	P.E lead, SENCo and parents/carers to provide guidance and support for suitable exercise to allow inclusion in lessons.	Observations show inclusion and accessibility for all children.	SENCo, P.E lead, class teachers, parents/carers.	Ongoing	
4. To ensure that all school trips are accessible for children with SEND needs.	Pupils with SEND	All trips are an inclusive experience for all children.	Trips are planned to account of individual needs and accommodations are made as necessary. Parents are involved with planning as necessary. Risk assessments reflect good	Risk assessments show provision and consideration for all pupils with adaptations made as appropriate. practice and adaptations. Teachers understand the need for consideration of disabilities at the onset of trip organisation.	SENCo, parents/carers, support staff. Trip leader	Ongoing	
Improve and maintain access to the physical environment							
2. To improve provision of information within the	All pupils	All children can access information.	Consideration given to seating in class. Dyslexia friendly information shared with staff. SEND learning walks check on	Provision of information does not pose an additional barrier	Class staff, support staff, SENCo.	Ongoing	



classroom setting			availability of visuals and of colours used on smart board. Children with identified literacy difficulties have own copies of work to reduce copying from board etc. Use of coloured overlays. Liaison with CLASS and Sensory Needs service as appropriate.	to children with additional needs.		
3. To continue to ensure all access points and routes within buildings are accessible for all stakeholders with disabilities.	All pupils, staff, families, visitors to site.	Site is fully accessible to all.	Current entrances and exits to be maintained. Current access to all buildings maintained and regularly checked. Current routes in and out of school maintained. Regular maintenance and safety checks.	School buildings remain accessible to all.	Site manager, SLT.	Ongoing.

This accessibility plan and the outcomes will be monitored and evaluated regularly and the plan formally updated and revised every three years to ensure that it covers all areas of accessibility needed in the school.
