



FOREST FEDERATION ACCESSIBILITY PLAN 2023-2026

| 1. To maintain and where required improve access to the physical environment of the school. (This covers improvements to the physical environment of the school and physical aids to access education.) | | | | | | |
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| TARGET | STRATEGY | WHO BY | WHEN | RESOURCES | SUCCESS CRITERIA | PROGRESS |
| To improve/ maintain access for any hearing impaired children/staff | Install hearing support systems in identified areas and/or classrooms as required | SENDCO | Ongoing – reviewing equipment already in school and purchasing more systems as new children are identified | Cost of systems as required in further classrooms | Those with hearing impairment are not disadvantaged and continue to make at least expected progress in learning. | Ongoing Sound systems in place in all rooms with identified need. |
| To improve/ maintain access for the visually impaired/challenged | Ensure classrooms are light and whiteboards/ projectors are in good working order – adjustment of background screen colour as appropriate. Ensure blinds are functioning. Ensure edge markings on steps/cracks are maintained | SENDCO Class teachers Caretaker ICT tech support | Ongoing – reviewing equipment and environment regularly | Ongoing repair and maintenance; Replacement of all class interactive Boards where applicable | Those with visual impairment are not disadvantaged and continue to make at least expected progress in learning. | Ongoing New ‘whiteboards’ installed in Newton Classrooms (Oct ‘23) Edge markings being repainted annually by caretaker and blinds being repaired as required. |
| To improve access for the learning impaired | Ensure SEND register is up to date and SEND code of practice is fully implemented | SENDCO Class teachers Teaching assistants | Ongoing implementation of new code of practice SENCO completing national award | Cost of course Cost of personnel SEND revenue budget | Pupils with identified SEND make progress in line with non-SEND. Staff fully conversant with new code of practice. | Ongoing |



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| To improve/maintain access for those with physical disabilities | Regular H&S walks to audit/check provision. Pupil and family voice. Adhere to any risk assessments, bespoke plans etc... and carry out identified work | <u>SENDCo</u> Heads of School SBM Contractors | Ongoing | Personnel Ongoing adaptations to building (esp. toileting) | All staff and children are able to fully access site at all times Any adaptations are made in good time and in conjunction with advice an expertise | |
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| 2. To increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. | | | | | | |
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| (This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits.) | | | | | | |
| TARGET | STRATEGY | WHO BY | WHEN | RESOURCES | SUCCESS CRITERIA | PROGRESS |
| To remove barriers to learning and improve access to the curriculum | Review the specific needs of pupils with a disability. Use SEND profiling and ADPRs to provide for any adaptations. Use of 1:1 learning support | SENDCO Classteachers 1:1 LSAs | Ongoing | Personnel | High quality learning takes place for all | Ongoing SEND provision mapping reflects support in place to access curriculum. |
| To ensure access to the curriculum for all through adaptation | Teachers to ensure all planning takes into account the needs of pupils | Classteachers | Ongoing | Personnel ADPR details and resources | High quality learning takes place for all – pupils with specific needs can record learning in ways appropriate to them | Ongoing |
| To ensure access to statutory assessment processes for all | Review statutory guidance to ensure appropriate adaptation of tests | Heads of School | May each year | 1:1 adults from school staff | Pupils are assessed accurately, being able to show their true level of achievement. | May 24 Additional time applied for, papers photocopied onto appropriate colours, emotional needs supported with 1:1 and <u>rest</u> breaks etc. All pupils accessed statutory testing in May 24 |



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| To support pupils with disabilities to make successful transition to new year groups/schools | Additional support to transition between year groups/schools | SENDCO TAs | Summer term each year | TAs | Pupils transition effectively to new year groups/schools. | Early Transition planned for between year groups. Pupil new to school with EHCP supported through transition. Strong relationship and planning for transition to CHS results in successful transition |
| To continue to develop knowledge, understanding and skills of teachers and support assistants on different aspects of SEND | Review of needs of pupils and training needs of staff working with them | SENDCO | Ongoing | SENDCO | Staff are confident to provide high quality learning experiences for all pupils. | See SENDCO's termly report to governors for record of training for SEND |

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| 3. To increase the access to learning by working with parent/carers to improve school attendance (Pupil attendance should be at least in line with national.) | | | | | | |
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| TARGET | STRATEGY | WHO BY | WHEN | RESOURCES | SUCCESS CRITERIA | PROGRESS |
| To improve attendance at school, especially of vulnerable groups | Work with pupils to improve attendance through careful incentives for individuals Identify barriers for individual pupils Liaise with the EWO to work with families to support improved attendance | Heads of School Family/Pastoral Workers Class teachers EWO | Ongoing | Personnel | Pupil attendance rises to at least match national | |