

2023-2024 Accessibility Plan



In addition to the aims of improvement outlined in the Trust's Accessibility Plan, Paganel will aim to:

Trust Priority One: Increasing the extent to which pupils with disabilities can participate equally across all aspects of the curriculum					
Objective	Specific Actions	Responsibility	Desired Impact	Timescale	Evidence
Training for teachers on adaptive teaching strategies within the curriculum.	<ul style="list-style-type: none"> Undertake an audit of staff training requirements. Carry out learning walks and review quality of adaptive teaching strategies. Liaise with external agencies to identify CPD opportunities to support with adaptive teaching strategies. Deliver CPD on adaptive teaching strategies, linking to the Code of Practice. 	SENDCo.	<p>All children to be able to access all aspects of the curriculum, regardless of need.</p> <p>Teaching team to be fully equipped to meet the needs of the pupils in their class, with regards to accessing the curriculum.</p>	Ongoing through CPD and induction processes to new staff.	CPD notes. External agency training records. SENDCo CPD training records.
Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	<ul style="list-style-type: none"> Provide training to develop staff skills in meeting different difficulties and/ or disabilities. Implement appropriate scaffolds and resources to support the curriculum. Embed the drb Ignite collaborative curriculum that identifies key knowledge and content as well as adaptations for pupils with SEND. 	Teachers, TAs, SENDCo, Subject Leaders.	Curriculum is fully accessible for all pupils.	Ongoing through CPD and induction processes to new staff.	Planning Book looks Learning walks SIT Reviews Subject Leader monitoring

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	<ul style="list-style-type: none"> Utilise the Ordinarily Available Guidance from Birmingham LA to inform appropriate provision. Collaborate with external agencies, where appropriate. 				
To provide specialist equipment to promote participation in learning by all pupils.	<ul style="list-style-type: none"> Review need for specialist equipment with parents/ carers and relevant medical professionals. Liaise with specialist services (PDSS, HIS, VIS) to ensure appropriate equipment is available. Liaise with IT to support appropriate technology use. 	SENDCo, IT Team	Children are able to participate fully in daily school life as independently as possible.	Ongoing through collaboration with specialist services and parents/ carers.	Care plans Risk assessments EHCP annual reviews Termly Individual Education Plan reviews External agency reports Provision monitoring by the SENDCo
All extra-curricular and out of school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	<ul style="list-style-type: none"> Liaise with extra-curricular activity providers and/ or out-of-school organisations to ensure accessibility for all. Individual risk assessment to be created, where necessary, to ensure the needs of individual pupils can be met when outside of school. Activities identified should account for the needs of the children in the class. Ensure reasonable adjustments are implemented to allow participation. 	Teachers, SENDCo, EVC, Subject Leaders.	Outdoor activities are inclusive of the needs of the children in the school. Increase in access to all activities for all pupils.	Ongoing	Risk assessments Evolve records Extra-curricular activity monitoring
Trust Priority Two: Improve the physical environment, both internal and external so that pupils with disabilities can take advantage of the full range of educational and associated opportunities and experiences.					

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<p>Classrooms are organised to promote the participation and independence of all pupils.</p>	<ul style="list-style-type: none"> • Environment learning walks. • Collaboration with external agencies and/or SENDCo to ensure appropriate resources are in place to meet the needs of the children and promote independence. 	<p>SENDCo, SLT, H&S Lead, Subject Leaders.</p>	<p>Learning environments are inclusive and prioritise learning for all children.</p> <p>Resources are in place for all pupils so they can fully access the curriculum content.</p>	<p>Ongoing</p>	<p>Learning walks SIT reviews Pupil voice Estates audits</p>
<p>Review of classroom furniture for appropriateness of size and accessibility</p>	<ul style="list-style-type: none"> • Environmental audits to be carried out. • Health and safety checklists to be completed. 	<p>SLT & H&S Lead.</p>	<p>Learning environments are inclusive and prioritise learning for all children.</p>	<p>Annually and updated when necessary.</p>	<p>Audit reports Risk assessments</p>
<p>Ensure a Total Communication Friendly approach is adopted in all classroom settings and learning areas around school.</p>	<ul style="list-style-type: none"> • Use of objects of reference/ widgeit symbols/ photographs to be embedded in classroom practice. • Use of visual timetables/ now and next board. • Vocabulary to be prominent within the learning environment. • Makaton signing to be used to support verbal communication. • WellComm to be embedded within EYFS. • Liaise with SALT to establish communication friendly environments. 	<p>SLT, SENDCo, Teachers</p>	<p>Learning environments are inclusive and prioritise learning for all children.</p> <p>Appropriate resources are used to support verbal communication in all areas of school.</p>	<p>To review progress in Summer 2024.</p>	<p>CPD records Learning walks External agency reports</p>

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Trust Priority Three: Improve provision of information available to pupils with disabilities and parents/ carers in ways that are fully accessible to them and meet their particular needs.					
To ensure that parents who are unable to attend school, because of a disability, can access events such as parents' evenings.	<ul style="list-style-type: none"> Alternative methods of communication to be agreed between school and parents/ carers. Collaboration with IT Team to identify assistive technology options. 	SLT, H&S Lead, SENDCo, IT Team.	<p>Parents are informed of children's progress.</p> <p>Parents can attend events by being offered appropriate support.</p> <p>Parents can access all relevant information.</p>	Ongoing	Parent voice Records of attendance to meetings/ events Communication logs (e.g. Arbor).
Ensure website is updated regularly and includes the relevant information.	<ul style="list-style-type: none"> Review website to ensure accuracy of information. 	SENDCo, SLT, Trust Head of Communications	Appropriate information is shared with parents.	Bi-annually	Review records Updated information shared
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	<ul style="list-style-type: none"> Review current format options. Liaison with Trust IT team about other formatting options available for access. Consider the use of voice recording for statutory documents e.g. SEND information report. 	SENDCo, SLT, Office & IT team.	Parents will be able to access relevant information in a format that is appropriate for their need.	Ongoing	Parent voice
Trust Priority Four: To work more effectively in partnership with parents to support and remove barriers to learning for pupils with disabilities.					

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<p>Ensure parent contributions are incorporated into planned provision for pupils with SEND.</p>	<ul style="list-style-type: none"> • Parents to be invited to any review meetings. • Opportunities for parent workshops that focus on SEND support. • Parent voice to be captured as part of IEP/ EHCP review meetings. • Parents to be signposted to Local Offer/ SEND Support networks in Local Authority. 	<p>Teachers, SENDCo, Pastoral Lead</p>	<p>Parents are involved in provision planning meetings for their child. They understand what support is in place for their child and the impact it has on pupil progress.</p> <p>Parents understand the pathways in place to identified SEND and support requests for EHCPs.</p> <p>Parents are signposted to appropriate support services.</p>	<p>Termly</p>	<p>Parent voice EHCP annual reviews IEP reviews</p>
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