

Disability Access Plan – Autumn 2025

Increasing the extent to which disabled pupils can participate in the school curriculum

Provision and strategies already in place:

- ✓ whole school curriculum design supports Edale cohort
- ✓ curriculum delivery considers good practice for all children, incorporating dual-coding and adaptations as standard practice
- ✓ planning schemes used include adaptations to support inclusive lesson delivery
- ✓ school clubs, sporting, cultural activities and school visits are accessible to all pupils, including pupils with identified barriers to learning and participation. Actions include: risk assessment, provision of additional support and/or resources, pre-visits
- ✓ the school makes full use of a range of LA support services, health professionals and the community
- ✓ the Inclusion Leader keeps informed of new ideas and takes advantage of opportunities to extend knowledge and share good practice. Actions include: attendance at Academy Trust network meetings; CPD opportunities; liaison with external agencies; collaboration with Enrichment Lead to keep informed of community initiatives.
- ✓ the school employs staff whose role it is to support children with a variety of needs. Actions include: child-centred CPD; shared practice amongst school staff and staff across schools
- ✓ The Engagement Model and B-Squared/ Small Steps are used to monitor the progress of pupils experiencing barriers to learning and participation
- ✓ AET Progression Framework used to monitor holistic development, including communication and interaction, skills for independence, play skills, learning behaviours
- ✓ The school sets academic targets for all children and monitors progress on a termly basis through the Pupil Progress process
- ✓ Pupil Progress meetings provide and record an overview of support for children with SEND
- ✓ Individual Provision maps are in place for all pupils with SEND supported at Higher Level Need (HLN)/Educational Health Care Plan (EHCP)
- ✓ Every class has termly Class Conferences where children's needs are discussed, including wellbeing and involvement, from which concerns are identified
- ✓ Protocol used to identify and support children causing concern.
- ✓ Routes to Inclusion process used to identify and support SEMH and learning needs
- ✓ The school uses a single, 'dyslexia friendly' system of signs and symbols for visual timetables and labelling resources
- ✓ There are a range of intervention programmes in place for children with identified need
- ✓ Use of extensive range of adaptations to support children across school, informed by Trust Adaptations Document
- ✓ External professionals support children and advise staff in curriculum delivery
- ✓ Children are supported as needed by extra time and reader support to allow access to assessments
- ✓ Technology in school supports alternative ways to record and access curriculum

	Targets	Strategies	Outcome	Timeframe	Personnel	Monitoring
Short-term	Whole school curriculum accessible to all class-based children	<p>All staff use school teaching and learning principles to deliver accessible lessons</p> <p>Transform Trust Adaptations Document and planning schemes used to audit and improve practice</p> <p>Termly Pupil Progress and Class Conference processes used to review impact of provision and identification of causes for concern</p> <p>Effective use of digital resources</p>	<p>Children access curriculum with appropriately scaffolded or challenging tasks meeting individual need</p> <p>Continual development of quality first teaching</p> <p>Adaptations routinely embedded</p> <p>Targeted interventions support all children to access whole class curriculum</p>	Ongoing	All staff, in collaboration with SLT, Inclusion Lead	SLT
	Children unable to access classroom or age-related curriculum receive bespoke provision based on personalised targets.	School spaces used creatively to provide appropriately differentiated and supported tasks.	Individualised intervention to focus/calm/ stimulate children			Inclusion Lead in collaboration with teaching staff.

	<p>For all children:</p> <p>Implement sensory strategies</p> <p>Maintain practical movement breaks</p> <p>Considered use of sensory resources such as fidget toys, weighted blankets, ear defenders</p>	<p>Use of movement videos (e.g. Go Noodle) and whole class movement and sensory strategies</p> <p>PE mats and proprioception intervention</p> <p>Accessible sensory resources</p>	<p>Whole class and individualised interventions to focus/calm/ stimulate children</p>			<p>Inclusion Lead in collaboration with teaching staff</p>
	<p>For children with identified sensory-seeking behaviours:</p> <p>Bespoke sensory strategies</p>	<p>Sensory resources and personalised strategies implemented available where need identified</p> <p>Proprioception sessions incorporate alerting, organising, calming activities</p> <p>Sensory Room sessions rota'd or 'in the moment', using child preferences</p>	<p>Individualised intervention or 'in the moment' provision to focus/calm/ stimulate children</p>			<p>Inclusion Lead in collaboration with teaching staff</p>
	<p>All children access after-school club provision</p>	<p>Organiser keeps records of children attending to ensure all children have the opportunity</p> <p>School collaborates with parents to offer support if necessary to enable all children to attend clubs</p> <p>Reasonable adjustments made to enable all children to access clubs</p>	<p>All children have an opportunity to attend an after-school club</p>	<p>Ongoing</p>	<p>Parent Support Worker Inclusion Lead Keyworkers Parents</p>	<p>Family Support Worker Inclusion Lead</p>
<p>Medium-term</p>	<p>Continued development of satellite enhanced provision</p>	<p>Weekly planning created and developed, informed by successes/children's preferences</p>	<p>Provision is fully supported by child-led bespoke, creative planning</p>	<p>Ongoing</p>	<p>SEND Team in collaboration with Inclusion lead</p>	<p>SLT Inclusion Lead Inclusion Governor</p>

	Audit satellite enhanced provision	Collaboration with external agencies and Trust Director of Inclusion/Associate Lead for SEND	Provision under regular review continues to develop		SENDCo Transform Trust Inclusion Team External Agencies	
Long-term	Ensure progress by all children	<p>Regular review of curriculum content</p> <p>Continued CPD on curriculum delivery, both internally and from external agencies.</p> <p>POD CPD to share good practice and evaluate strategies and adaptations</p> <p>Adopt mastery approach to teaching and learning to ensure challenge for all and greater depth learning for higher achievers</p> <p>Take opportunities to access outreach programmes aimed at mastery</p>	<p>All children make good or better progress, with higher achievers progressing to greater depth in learning</p> <p>Accurate identification of appropriate intervention</p> <p>Target interventions accurately through discussion at Pupil Progress/Class Conference/Routes to Inclusion Analysis meetings</p> <p>Higher achievers experience different environments and approaches to enhance their learning at greater depth</p>	Ongoing	All staff, external professionals, Outreach Teams.	SLT Governing Body Transform Trust Standards process

	<p>Maintain and improve awareness and knowledge of range of Special Educational Needs</p>	<p>Continue to Access appropriate CPD to support development of 'whole child', including physical development and development of communication</p> <p>Embed rigorous identification process</p> <p>Continue to use Routes to Inclusion process to support identification of need and support</p> <p>Embed rigorous monitoring of interventions and impact</p> <p>Support national awareness days</p> <p>Use PSHE curriculum to explore school 'not better, not worse, just different' ethos</p>	<p>School community maintains inclusivity and sense of belonging for all children and families</p>			<p>SLT Inclusion Lead</p>
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Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of educational and associated services

Provision and strategies already in place:

- ✓ all steps have handrails
- ✓ all steps are marked with painted edges
- ✓ all teaching areas are ramped and accessible to wheelchairs/pushchairs and walking frames
- ✓ there are no internal steps
- ✓ every classroom is carpeted
- ✓ school alarms are auditory and some have visual components
- ✓ there are fire evacuation procedures in place together with regular practices
- ✓ Inclusion Leader is aware of how to access high cost equipment for identified children
- ✓ changing/First Aid facilities are in place
- ✓ adapted toilet is in place with step support as necessary
- ✓ all doors have handles that are visible in the event of fire
- ✓ emergency lighting in place

	Targets	Strategies	Outcome	Timeframe	Personnel	Monitoring
Short-term	To allow children access to sensory facilities	Develop effective use of Sensory Room Continue to provide proprioception, as both planned sessions and 'in the moment' intervention	Children have access to high quality sensory facilities and interventions	Ongoing	Inclusion Lead SEND Staff External agency professionals (Autism Team/LST) Health and Safety Officer	Headteacher Inclusion Lead Inclusion Governor
	To allow children accessible learning environments	Set up workstations, both in or outside classrooms Continue to develop satellite bespoke provision spaces	Children have appropriate, consistent learning environment in and out of classrooms			
	Review accessibility of all areas around school site as newly identified need arises	Staff identify challenges and report to Inclusion Lead/SLT SLT, with Health and Safety Officer, consider solutions	All areas of school accessible			

Medium-term	Continue to develop resources according to needs of SEND pupils	Audit pupils and liaise with parents and outside agencies	Children adequately resourced and accessing curriculum	Ongoing	Keyworker staff Inclusion Lead	Headteacher Inclusion Lead Inclusion Governor
Long-term	To maintain high quality environment in terms of accessibility	Annual audit of school environment to ensure high quality facilities	Physical environment of the school is maintained and suitable for a range of needs	Ongoing	Head Teacher Inclusion Leader Site Manager, Link Governor	Headteacher Inclusion Leader Governor for SEND

Improving communication through a variety of written and other media

Provision and strategies already in place:

- ✓ Whole school oracy strategies
- ✓ Dual coding teaching and learning resources for children and staff
- ✓ Visual timetables are used in all classrooms
- ✓ Signs and symbols are used to label areas and resources in the classrooms
- ✓ Develop use of Makaton signs by staff
- ✓ Enlarged text and written print
- ✓ Use dyslexia-friendly strategies/resources across school
- ✓ School uses child-friendly text from school handwriting policy (Nelson)
- ✓ Use of PECs (Picture Exchange Communication), Intensive Interaction, What's in the Bucket, Colourful Semantics to develop early communication
- ✓ Talk Boost in EYFS to support early language development
- ✓ NELI intervention in EYFS/KS1
- ✓ School employs staff with a variety of first languages to interpret for parents
- ✓ School uses available interpreters for Multi Agency meetings
- ✓ Use of text-based Schools Communication system to message parents
- ✓ Website has translation option
- ✓ Digital technology used to translate documents
- ✓ Parent liaison worker supports parents with documentation and information gathering

	Targets	Strategies	Outcome	Timeframe	Personnel	Monitoring
Short-term	Continue to ensure that the environment is accessible to all children	<p>Dual coded teaching and learning resources</p> <p>Ensure that all resources are labelled with symbols</p> <p>Ensure that print is enlarged as appropriate</p> <p>Use buff/coloured paper and whiteboard/Powerpoint backgrounds, friendly fonts, coloured overlays and tabletop resources.</p> <p>Use a range of teaching resources and media</p> <p>Displays to be muted and minimalist, displaying essentials only.</p> <p>Visual resources are part of learning walk and book look audits</p>	<p>Children see familiar icons to support learning</p> <p>Resources labelled; children able to access resources independently</p> <p>Refer to BDA Dyslexia Style Guide 2018</p> <p>All children will access knowledge-rich curriculum</p> <p>The use of visual prompts in classes and for individual children continues to be a non-negotiable across school, including dual coding</p>	Ongoing	All teaching staff	SLT Inclusion Lead Inclusion Governor
	Maintain use of consistent Widgit signs and symbols visual resources across school	<p>Widgit supports bespoke, personalised resources such as timetables, social stories, communication aids</p> <p>All staff have access to Widgit online</p> <p>Resources created saved to shared folder</p> <p>Widgit used to create visual timetables and support teaching and learning in all classrooms,</p>	<p>All children access routines and resources independently</p> <p>Total communication approach embedded in classrooms</p> <p>Personalised bespoke visual communication</p>	Ongoing	All teaching staff	SLT Inclusion Lead Inclusion Governor

		bespoke social stories and communication resources	resources available to all children in need			
	Makaton continues to support total communication approach across school	Staff refresher training Routine use during registers Makaton signed singing in classes and assemblies	Staff familiar with Makaton signs for agreed basic vocabulary (e.g. register) All children access sign supported language	Ongoing	All teaching staff	SLT Inclusion Lead Inclusion Governor
	School information accessible to whole school community	Website has translation options in range of languages, including and especially those relevant to school cohort Digital translation resources used to translate key written communications Visuals used to support key information Meetings organised creatively to make use of multi-agency interpreter services	All families have access to school information	Ongoing	All staff	SLT
Medium-term	Continue to maintain and develop accessible communication to all children	Maintain and develop use of Makaton signs. Pre-teach to embed vocabulary Support spoken word with visuals where appropriate/necessary. Develop use of communication strategies such as PECs and Intensive Interaction	Children's language acquisition, communication and awareness supported Children develop early communication	Ongoing	All teaching staff	HT Inclusion Leader Inclusion Governor

		<p>Embed Talk Boost/NELI intervention in EY/KS1 setting</p> <p>Continue use of oracy strategies</p>	<p>Children develop early language</p> <p>Children develop communication and interaction skills</p>			
Long term	Sustain strategies	<p>Audit learning environment and resources to ensure that provision is in place</p> <p>Organise CPD as required</p>	<p>Provision audited, updated and responds to children's needs</p> <p>Staff are confident to maintain and/or deliver strategies</p>	Ongoing	All staff	HT Inclusion Leader Inclusion Lead

Plan reviewed by: S Pawluk, SENDCo, DM Crosby, Head Teacher, Link Governor

Date: September 2025

Date of next review: September 2028