

# Redbourn Primary School



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## Equality and Accessibility Plan

**Date of Issue:** November 2019  
**Review:** March 2024  
**Next Review:** March 2027

## **1. Introduction and aims**

Redbourn Primary School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our school Mission, Vision, Aims and Values. At Redbourn Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit. All staff have a commitment to ensuring a high equality of education and opportunity for all pupils.

## **2. Our School Mission (Purpose)**

Empower children to love learning, respect all and THRIVE.

## **3. Our School Vision (Destination)**

To nurture an inclusive, safe and ambitious community which inspires children to become life-long learners who are confident, creative and kind.

## **4. Our School Aims (Specific things we will do to deliver our Mission and achieve our Vision)**

We will:

1. Celebrate each child's individuality, talents and achievements.
2. Deliver a rich, broad and relevant curriculum, which is forward thinking and purposeful in an ever-changing world.
3. Provide high quality, inspiring teaching that challenges and motivates all children.
4. Empower children to become respectful, valued members of society who form positive social relationships and make informed choices. We encourage children to develop: enquiring minds, good manners and resilience.
5. Guide children to respect and value the richness and diversity of their own community and the natural world.
6. Promote an open and collaborative relationship between school, home and the wider community to benefit all.

**5. Our School Values** (Describe the guiding principles of our school and how we want to behave and interact. They describe “how” we will deliver our Mission. They will show how we will behave and act on our journey)

## **THRIVE:**

T – Team

We are a team. We are honest and trustworthy. We are effective listeners and communicators. We co-operate with one another. We are helpful and we show empathy.

H - Healthy

We are healthy. We look after our physical and mental wellbeing. We are happy, we are resilient and we have a growth mindset.

R - Responsible

We are responsible. We work hard, we are determined and we challenge ourselves. We take responsibility for our actions, words and choices. We are reflective learners.

I - Innovative

We are innovative. We are creative, we love learning and we are curious. We are confident, we take risks, make mistakes and we are problem solvers.

V - Valued

We are valued. We are inclusive. We show respect, tolerance and equality. We are kind and show gratitude.

E - Empathetic

We are empathetic. We understand and share the feelings of others. We value our community and listen to the views of everyone.

## **6. Legislation and guidance**

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## **7. Roles and responsibilities**

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The equality link governor is Mrs Suzie Birchwood. They will:

- Meet with the designated member of staff for equality, the Headteacher, termly in Finance, Premises and Personnel mtgs and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

### **8. Our Equality Objectives**

Our school Mission, Vision, Values and Aims ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. This is a whole school policy – equality applies to all members of the school community: pupils, staff, governors, parents, and community members. In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

#### **Equality Objective 1**

We will reduce the number of absences and improve punctuality for our disadvantaged pupils and those on our Special Educational Need register. We will work with parents to ensure a partnership that promotes strong attendance is established and maintained. Parents will understand the consequences of low attendance in terms of academic and social progress, through clear communication. They will be supported to improve low attendance by the Attendance Ambassador.

#### **Equality Objective 2**

We will further develop robust systems for monitoring pupil progress in order to support and broaden opportunities for vulnerable families. We want to close attainment gaps where possible whilst ensuring that all pupils are making progress from their individual starting points.

#### **Equality Objective 3**

To continue to ensure we are, as far as possible, meeting the accessibility needs of all users of the school.

#### **Equality Objective 4**

Ensure that any planned changes to the school environment incorporate accessibility and comply with the requirements of the Disability Discrimination Act.

#### **Equality Objective 5**

Continue to raise profile and knowledge of SEN support across the school through tailored training for staff and parents.

#### **Equality Objective 6**

To continue to promote an awareness and acceptance of difference through Values Education. Build upon mutual understanding and tolerance between different cultures, social backgrounds, races, religious groups and beliefs.

### **9. Equality Statement**

At Redbourn Primary School we recognise the need for equality as being fundamental to progress and learning. Our commitment to equality is highlighted by our school's Mission, Vision, Values and Aims. We aim to ensure that the whole curriculum is equally accessible to all children irrespective of age, gender, race, religion/belief, sexual orientation, physical or intellectual ability or background. We wish to develop each child as an independent learner and have high expectations of all children in both attitudes to work and behaviour in general.

We aim to develop the whole child through intellectual, aesthetic, physical and social experiences. We believe that every member of our school community; pupils, staff, parents, families, governors and the local community, regardless of ability, background or circumstance, should have the opportunity to learn, share and work in an inclusive and supportive environment. We believe that through celebrating diversity with respect and understanding a supportive environment can be created. We recognise the importance of the whole school community continually working together to challenge ideas of inequality to ensure that everyone is valued regardless of their particular characteristics, for example; age, ability, gender, ethnicity, religion, sexual orientation and socioeconomic circumstances.

In this environment we believe that everyone will have a sense of worth and will be able to learn and work effectively. At Redbourn Primary School, we provide the pupils with a voice through a variety of means including various school councils and circle time where the children are able to raise concerns as a group and on an individual basis.

We nurture relationships between the youngest and oldest pupils through the buddy scheme and the use of reading partners. Staff and pupils have access to outside support agencies and training opportunities.

Redbourn Primary School is committed to:

- Tackling any incidents of discrimination, harassment and victimization quickly and firmly.
- Ensuring equal opportunity for all to access the school curriculum, extra-curricular activities, resources, and training opportunities.
- Recognising the value of a diverse and inclusive school community.

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

## 10. Equality Action Plan

Objective	Action	Responsibility	Success Indicator	Progress Update February 2025
<p><b>Equality Objective 1</b></p> <p>Work with parents, staff and children to raise attendance.</p>	<ul style="list-style-type: none"> <li>• Embed new attendance policy, including staff training.</li> <li>• Embed attendance champion and attendance governor in place.</li> <li>• Attendance remains high profile through the website and newsletter.</li> <li>• Regular meetings with Attendance Improvement Officer.</li> <li>• Identify barriers to high attendance and punctuality and seek to address.</li> </ul>	<p>Inclusion Teacher</p> <p>Attendance Champion</p> <p>Attendance Governor</p> <p>Office Team</p>	<p>Improved attendance and punctuality statistics. Attendance at 96% with ambition of 98%.</p> <p>Better outcomes for children.</p>	<p>Attendance has improved, in May 2023 attendance was 93.58%. At the end of the summer term 2024 it was 95.17%. Our attendance as of end Jan 2025 is 94.91% and this is above Herts (94.2%) and National figures (94.8%).</p> <p>Unauthorised attendance (0.88%) to date is lower than National (1.4%).</p> <p>Attendance of children with SEN has improved from 86.69% in May 2023 to 96.08% in Jan 2025.</p> <p>Persistent Absentee (10.84%) is lower than National (15.2%).</p>
<p><b>Equality Objective 2</b></p> <p>Robust systems for monitoring</p>	<ul style="list-style-type: none"> <li>• Track the extra-curricular clubs that PPG children attend.</li> <li>• SLT to scrutinize attainment data each academic year</li> </ul>	<p>Assessment Lead</p> <p>School office</p>	<p>Data reflecting a reduced attainment gap where possible</p>	<p>Tracking data filtered to show progress of all compared to SEN/PPG. There is a gap between PPG not achieving as highly as non PPG. Many of these</p>

Objective	Action	Responsibility	Success Indicator	Progress Update February 2025
<p>pupil progress in order to support and broaden opportunities for vulnerable families.</p>	<p>showing how pupils with different characteristics are performing</p> <ul style="list-style-type: none"> <li>Analyse the data for SEN and PPG children to determine strengths and areas for improvement, implement actions in response</li> </ul>		<p>whilst ensuring that all pupils are making progress from their individual starting points.</p>	<p>children also have low attendance and SEN. The interventions in place are also helping to ensure the gap does not get bigger. Children in receipt of PPG are identified on the weekly planning and for conferencing. Those in receipt of PPG are heard to read more often than others.</p> <p>Teachers and office staff call home and individually message families in receipt of PPG to check knowledge of events such as non-uniform and discos, plus information regarding trips and permission for events in school. Alternative options for participation in certain trips and events considered and offered to encourage take-up.</p>
<p><b>Equality Objective 3</b></p> <p>To continue to ensure we are, as far as possible, meeting the accessibility needs of all users of the school.</p>	<ul style="list-style-type: none"> <li>Carry out an access audit</li> <li>Consultation with parents, staff, governors and stakeholders.</li> <li>Pupil interviews</li> <li>Interviews with families at the school with disabilities</li> </ul>	<p>SENCO</p>	<p>All pupils and stakeholders able to access all parts of the buildings and grounds.</p>	<p>Parent voice gathered via PFG and no areas were identified.</p> <p>School users who are deaf are sig- posted to Sign Wow app to allow communication between school with an interpreter instantly. This is in addition to in person interpreters for parent consultations and performances plus scripts provided/identified seating.</p> <p>Vocaroo used to send voice information messages to parents where literacy may be a barrier to reading.</p> <p>Ramps for access used as needed and assistance for</p>

Objective	Action	Responsibility	Success Indicator	Progress Update February 2025
				<p>wheelchair users provided for meetings/performances.</p> <p>Entrances and exits to events at school are planned so that, as far as possible, all attendees use the same, universally accessible entrances and exits.</p> <p>Liaison with meal provider, The Pantry, to ensure they are building relationships and working with families where access to their on-line ordering system is a barrier to meals being ordered.</p> <p>Area to still be worked on remains easy read policies, we have key information on the website for users.</p>
<p><b>Equality Objective 4</b></p> <p>Ensure that all planned changes to the school environment incorporate accessibility and comply with the requirements of the Disability Discrimination Act.</p>	<ul style="list-style-type: none"> <li>• Use reputable architects and builders from the outset.</li> <li>• Compliance with requirements of Local Authority Property Works Framework.</li> </ul>	<p>Site Manager, Business Manager</p>	<p>Buildings and grounds accessible to all.</p>	<p>No planned work at the moment. School is in good repair.</p>
<p><b>Equality Objective 5</b></p> <p>Raise profile and knowledge of SEN across the school.</p>	<ul style="list-style-type: none"> <li>• Analysis of training needs through performance management – tailored to specific cohort.</li> <li>• Provide training opportunities for</li> </ul>	<p>SENCO</p>	<p>All staff understand the specific needs of their cohorts including triggers, symptoms and effects of</p>	<p>School focus on adaptations for children, February 2025 Learning Walk focus.</p> <p>New SEN flyer for prospective parents on website.</p>

Objective	Action	Responsibility	Success Indicator	Progress Update February 2025
	<p>staff to meet needs identified.</p> <ul style="list-style-type: none"> <li>• Parent workshops with experts</li> </ul>		each condition and know how to respond.	Regular staff training, an autism focus this year reflecting our increasing number of children on the autism pathway, as high as 24% in some year groups.
<p><b>Equality Objective 6</b></p> <p>Continue to promote an awareness, tolerance and acceptance of difference through Values Education. Build upon mutual understanding and tolerance between different cultures, social backgrounds, races, religious groups and beliefs.</p>	<ul style="list-style-type: none"> <li>• Appropriate planning, assemblies and focus days.</li> <li>• Embed THRIVE ethos throughout the school.</li> <li>• Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities and cultures.</li> <li>• Meetings with different communities to identify differences and seek to resolve.</li> <li>• Aim to increase diversity on Governing Body and Parent Focus Group to be representative of the school community.</li> <li>• Continue to promote a culture of equality when recruiting new staff, governors and any volunteers.</li> </ul>	<p>All staff PSHE and RE coordinators Inclusion Teacher Traveller Liaison Officer Governing Body Parent Focus Group</p>	<p>Increased awareness, tolerance and acceptance of different cultures.</p>	<p>Our assembly calendar ensures that the objective is met along with half termly focused weeks such as anti-bullying week, show racism the red card, equality and diversity week.</p> <p>Prominent statement about the school's dedication to work-force equality in all recruitment adverts.</p> <p>Explicit statement made, about the school's desire to ensure that formal and volunteer groups represent our diverse school community, in any information when asking for volunteers.</p>

## 11. Our Accessibility Plan

Our Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) The child has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on the child's ability to carry out normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty

## **12. Accessibility Plan Objectives**

Redbourn Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Redbourn Primary School's Accessibility Plan shows how reasonable adjustments are currently being implemented to ensure that all children can access the physical environment and their learning to enable equal opportunities. The plan also considers further improvement to cater for the needs of disabled pupils, staff and visitors to the school within a given timeframe.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary, where possible – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs and information about the school and school events.

Redbourn Primary School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Health & Safety Policy
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

### **13. Audit of existing provision**

Before reviewing our accessibility plan, the school SENCO, School Business Manager, Headteacher and Link SEN and Equality governors completed the 'Identifying Barriers to access audit' in the Hertfordshire SEND toolkit. The structure of the accessibility plan has been based on the Hertfordshire SEND toolkit recommended 3 section breakdown. The strengths identified in the audit for each subheading have been listed above the new targets.

#### **1. How do we plan to increase the extent to which disabled children and young people can participate in our school curriculum?**

Audit strengths in this area were identified as:

At Redbourn Primary School, we ensure that teachers and teaching support staff have the necessary training to teach and support children and young people. Lessons responds to the diversity of children and young people and lessons provide opportunities for all children and young people to achieve through individual, pairs, groups and whole class learning and work. Staff recognise and allow for the additional time required by some disabled children and young people to use equipment in practical work and staff provide alternative ways of access to experience or understanding for those who cannot engage for example access to computer technology. All children and young people encouraged to take part in music, drama, physical activities and school visits.

Staff seek to remove all barriers to learning and participation and have high expectations of all children and young people. Our school offers an adapted curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to make sure it meets the needs of all pupils

## **2. How we plan to improve the physical environment of our school meet the needs of all disabled children and young people?**

Audit strengths in this area were identified as:

At Redbourn Primary School, the size and layout of areas allows access for all children and young people who currently attend the setting. Areas are well lit and furniture and equipment is selected, adjusted and located appropriately. Steps have been marked with a yellow strip to make them easier for those with visual impairments.

The environment is adapted to the needs of pupils as required. This includes a portable ramp, a disabled parking bay, accessible toilets and changing facilities, Soundfield systems in some identified classrooms.

## **3. How do we plan to improve how our school delivers materials in other formats?**

Audit strengths in this area were identified as:

At Redbourn Primary School, staff regularly use technology to reduce barriers to learning for our children. Children are encourage to dictate or type longer piece of writing. Staff regularly adapt resources if needed to meet the needs of individuals for example coloured paper exercise books, coloured photocopying and overlays, large print photocopying etc.

Where possible, we employ a British Sign Language interpreter to assist non hearing parents access their children's annual sharing assemblies, acting performances etc, parent/teacher consultations twice a year and important meetings or provided a script or accessible seating positioning.

### 14. Accessibility Action Plan

Identified focus area	Actions to be taken	Lead person	Resource considerations	Success Indicator	Timescale	Progress Update February 2025
<p>To continue to ensure we are, as far as possible, meeting the accessibility needs of all users of the school.</p>	<ul style="list-style-type: none"> <li>• Carry out an access audit</li> <li>• Consultation with parents, staff, governors and stakeholders.</li> <li>• Pupil interviews</li> <li>• Interviews with families at the school with disabilities</li> <li>• Soundfield review of classrooms</li> </ul>	<p>SENCO</p>	<p>SENCO time</p>	<p>All pupils and stakeholders able to access all parts of the buildings and grounds. We appreciate the Woodlands is more challenging.</p>	<p>ongoing</p>	<p>Parent voice gathered via PFG and no areas were identified.</p> <p>School users who are deaf are sign posted to Sign Wow app to allow communication between school with an interpreter instantly. This is in addition to in person interpreters for parent consultations and performances plus scripts provided/identified seating.</p> <p>Ramps for access used as needed and assistance for wheelchair users provided for meetings/performances.</p> <p>Area to still be worked on remains easy read policies, we have key</p>

Identified focus area	Actions to be taken	Lead person	Resource considerations	Success Indicator	Timescale	Progress Update February 2025
						<p>information on the website for users.</p> <p>Some classes have Soundfield systems, this is an ambition to have devices in all classrooms.</p>
<p>To ensure all classrooms are optimally organised for children and young people.</p>	<ul style="list-style-type: none"> <li>• SENCO to complete regular informal 'drop ins' to audit classroom inclusiveness.</li> <li>• Completion of Hertfordshire SEND toolkit Inclusive teaching observation checklist (pg116-119) to identify individual classroom strengths and areas of improvement.</li> <li>• Use SEN need specific checklists to support individual needs e.g dyslexia friendly classroom.</li> </ul>	<p>SENCO</p>	<p>SENCO time to monitor classrooms and feedback to class teachers. Class teacher time to implement improvements. Governor time to support monitoring.</p>	<p>Classrooms and class teachers will remove potential barriers to learning in the classroom environment. Children with SEND will show increased independence in supporting themselves in their learning environment.</p>	<p>ongoing</p>	<p>Inclusive classroom learning walk carried out. SENCO carries out monitoring of practice.</p>
<p>To increase inclusion within PE through appropriate scaffolding and targeted support.</p>	<ul style="list-style-type: none"> <li>• Individuals and groups of children with SEND who would benefit from enhanced PE support to be identified.</li> </ul>	<p>SENCO time PE lead time Sports coach time</p>	<p>TA time – this will impact academic interventions. PE subject lead- time to model effective deployment of</p>	<p>Children with SEND will demonstrate improved motor skills. Children with SEND will actively partake more in PE lessons. Pupil voice will show children with</p>	<p>ongoing</p>	<p>Through monitoring we have seen more involvement of SEN support staff in the lessons to support the children.</p>

Identified focus area	Actions to be taken	Lead person	Resource considerations	Success Indicator	Timescale	Progress Update February 2025
	<ul style="list-style-type: none"> <li>Physical targets focused on gross motor skills to be considered in children's individual SEND support plans.</li> <li>TA time to be allocated to PE lessons based on needs within cohorts.</li> <li>PE lead/coach to support staff with effective deployment of TA time.</li> </ul>		TA. Time to monitor TA role in PE lessons. SENCO – Timetabling of TAs.	SEND have a higher level of enjoyment in PE.		New assessment and monitoring schedule in place. Regular minting time made available
To increase staff awareness of the mental effort expended by some to access the curriculum.	<ul style="list-style-type: none"> <li>Further training and understanding of strategies to support SEN needs that fall under 'Cognition and Learning' e.g. Specific learning difficulties and moderate, severe and profound learning difficulties.</li> <li>Further training and understanding of strategies to support SEN needs that fall under 'Communication and Interaction' e.g. Developmental Language disorder and auditory processing disorder.</li> </ul>	SENCO	SENCo & staff time in attending/ delivering training. Teacher time to implement strategies into the classroom.	All staff will demonstrate increased understanding of the mental effort expended by some of our students and strategies to support them. Children's individual SEND support plans will list more specific targeted strategies.	ongoing	SLT are aware of cognitive overload when monitoring.  Cognitive Overload discussed in Reading training Staff Meeting
To improve signage and decoration to support	<ul style="list-style-type: none"> <li>More frequent use of 'Communicate In Print' for</li> </ul>	SENCO/SBM/OM	Financial cost for resources	All children will feel confident finding and	ongoing	Wide range of SEN resources in use.

Identified focus area	Actions to be taken	Lead person	Resource considerations	Success Indicator	Timescale	Progress Update February 2025
children with a range of needs e.g autism	<p>everyday signage around the school e.g. drawer labels, display signs, learning objectives.</p> <ul style="list-style-type: none"> <li>• SENCO class visits to support with suggestions on when/ where Communicate In Print could be used to support. Use of good practice resources observed in Specialist provisions e.g. Woolgrove Communication boards.</li> </ul>			<p>accessing resources within the classroom.</p> <p>All children will more independently be able to follow learning objectives, instructions etc. using visuals.</p>		<p>Visual timetable using 'widget'- uniform throughout school.</p> <p>New practice to remove a timetabled event once completed.</p> <p>Consideration given to colours and positioning of classroom display boards.</p>
To develop the accessibility of information for the whole school community	<ul style="list-style-type: none"> <li>• SLT to discuss how key information such as school closures, non-uniform days etc. can be best communicated to parents with EAL or SEND.</li> <li>• SENCo to work with staff team to ensure key information is also communicated to and understood by the children e.g. Communicate In Print visuals or dual language resources.</li> </ul>	SLT/ Governors		<p>All families would be confident and clear with day-to-day events taking place in school. All children would feel confident in communicating to their families about key events/days taking place in school.</p>	ongoing	
To continue to explore ways in which technology and practices	<ul style="list-style-type: none"> <li>• SENCo to network with other local schools to find</li> </ul>	SENCO/IT lead	Financial cost for resources	Children with SEND will be able to use technology to scaffold	ongoing	SENCO and IT lead attended Herts CC

Identified focus area	Actions to be taken	Lead person	Resource considerations	Success Indicator	Timescale	Progress Update February 2025
can assist our children with SEND.	<p>examples of good practice using technology.</p> <ul style="list-style-type: none"> <li>• Specific courses</li> </ul>			their access to materials.		<p>SEN/IT specific course 2024.</p> <p>Headteacher attended AI course Feb 2025.</p>

### 15. Links with other policies

Or accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty)
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy