

# Peak School – Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and longterm objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a pathways curriculum for all pupils. The classes are organised into pathways to align with the curriculum they offer, each pathway is developmentally appropriate and adaptive teaching is utilised to meet individual needs of pupils.</p> <p>Resources used are carefully considered and adapted where appropriate to the needs of pupils who require support to access the curriculum. This may include specialist equipment such as classroom chairs, standing frames, high and low tech eye gaze technology, high and low tech communication support such as core boards PECS folder, Social stories, electronic communication aides following advice and</p>	<p>We will ensure that all pupils with a physical disability will have the same access to the most appropriate pathway curriculum as the other children through the appropriate, effective and embedded use of adapted equipment.</p> <p>We will ensure that all pupils are bought appropriate seats and standing equipment to use in school</p>	<p>To buy identified adapted equipment, including writing frames, pencil grips, adapted bikes, adapted cutlery/cups, seating equipment and adjustable iPad holders</p> <p>Review cohort groups for each pathway to ensure all pupil are receiving the most appropriate curriculum offer to maximise engagement and progress. Revise class list as appropriate</p>	<p>SLT /Teachers</p> <p>SLT / Teachers</p>	<p>July 2026</p> <p>Dec 23</p> <p>Adjusted class list in place for Jan 24 start</p>	<p>Items bought and access at an optimum. All items continually replenished. Equipment needed bought for all new children on roll.</p> <p>All pupils on the appropriate curriculum pathway, and making progress</p>

	<p>recommendations from other professionals such as Physio, OT, VI teacher, SaLT</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils.</p> <p>Targets are set effectively, are appropriate, ambitious and free from perceived limitations for pupils with additional needs.</p>	<p>Range of resources for all curriculum areas to include a range of disabilities such as Books, Video clips, figures such as dolls, worksheets.</p> <p>All pupils will have high quality targets that are appropriately challenging.</p> <p>IAs are used effectively to support quality first education to further promote pupil engagement and progress</p>	<p>Review purchase of new resources and materials to ensure they include people with disabilities</p> <p>All teachers to complete assessment in line with deadlines.</p> <p>Pathway lead to analyse progress data for their pathway and identify pupils where addition support might be require and support teach to complete action plan</p> <p>System for assessment and tracking (e.g. progress 6) to be used to quality</p>	<p>Pathway leads</p> <p>Teachers</p> <p>Pathway lead and teacher</p> <p>Assessment lead</p>	<p>Ongoing as resources are purchase to meet curriculum needs</p> <p>Data deadlines (end of spring 1 and end of Summer 1)</p> <p>2 week after data deadline</p> <p>By Feb 24</p>	<p>Curriculum resources being used within pathways are inclusive of people with disabilities</p> <p>All pupil progress data is up to date by data deadline to allow progress tracking to be actioned</p> <p>Pupil action plans in place to support any identified barriers to progress with appropriate time frames</p> <p>System in place for the Spring 1 data drop</p>
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	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>		<p>progress data against additional barriers</p> <p>Assessment lead to use data collected to identify whole school / cohort trends and review curriculum to address these</p>	<p>Assessment lead</p>	<p>4 weeks after data deadline</p>	<p>Curriculum is appropriately reviewed / adapted to ensure it remains appropriate for the needs of all pupils</p>
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>Ramps</li> <li>Corridor width</li> <li>Accessible toilets</li> <li>Changing facilities</li> <li>Disabled parking bays</li> <li>Disabled toilets and changing facilities</li> <li>Hand rails</li> <li>Intervention rooms</li> <li>Sensory breakout rooms</li> </ul>	<p>We will ensure that all classes following an EYFS curriculum have a dedicated sheltered outdoor learning area.</p>	<p>Ensure plans are made for all areas to have a sheltered outdoor area.</p>		<p>October 2023</p>	<p>Items bought and access at an optimum</p>
<p>Improve the delivery of information to all stakeholders across schools</p>	<p>Our school already uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Fire alarms have flashing lights</li> <li>Home school diaries</li> </ul>	<p>Due to parental and carer feedback we will use a communication app in school to support the communication between school and home. This app will also have the ability to translate text into over 30 languages alongside having the text spoken to</p>	<p>Ensure that all communication app and that parent forum sessions are planned for to support all stakeholders.</p>		<p>December 2023</p>	<p>Ensure the app is accessible to all and used.</p>

	Communication boards both during class and in the wider environment  Pictorial or symbolic representations	support users with a visual impairment.				
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