

Thomas Whitehead CE Academy School Accessibility Action Plan.

This action plan sets out our approach to accessibility to complement the DSAMAT Accessibility Policy and in accordance with the Equality Act 2010. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability.	• 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. • Personalised targets are set according to pupils individual needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Some resources include examples of people with disabilities	Ensure the personalised adaptations are consistent across all classrooms. Ladders are accurately and regularly updated.	Monitoring through looking at planning and at books, through observations / learning walks, pupil progress and through pupil voice.	SENCO Subject Leaders SLT	October 2025	All pupils have access to an appropriately adapted curriculum which allows them to make progress according to their individual needs.
			Hard copies of ladders to be annotated by classroom staff throughout the half term. Information to be updated on Arbor at least half termly. Discussion at SEND review meetings. CPD to be planned for Autumn term. Support for individual staff to be provided as needed.	Class Teachers SENCO R Price R Price / H Long	December 2025	Ladders are, accurate. accessible and informative.

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Makaton signs • Widget symbols • PECs • Communication Boards • Objects and images • Verbal and written information • Appropriately sized font • Internal signage	Ensure consistency regarding the use of appropriate communication across all classes by all staff. Ensure all staff are confident in using the communication methods which support the children they interact with.	Monitoring through looking at planning and at books, through observations / learning walks, pupil progress and through pupil voice. CPD and support for individual staff to be provided as needed.	SENCO SLT SENCO	December 2025 December 2025	
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Improve the environment for pupils with a disability.	Our school is a single-story building. It has: • Ramps lead to the temporary buildings. • 2 accessible toilets, one of which has accessible changing facilities. • A sensory room. • A communication-based provision.	Ensure the sensory room is appropriately resourced. Ensure the communication-based provision is appropriately resourced and is an inviting environment.	Ensure equipment currently on order is received and installed. Monitor the environment and the needs of the children and procure / replace items as needed. Provide a gated fence for the outside area. Provide a waterproof floor covering for part or all of the room. Provide access to a computer / lap top which is safe from the harm of the children.	SENCO Head Teacher	July 2025 and onwards September 2025	
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Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher in conjunction with the Trust Inclusion Lead.