Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members may not know whether their curriculum is fully accessible, where the school has grown in year groups and diversity	Audit of the curriculum by year group	Headteacher, teachers, SENCO	Autumn 2026	Management and teaching staff are aware of the accessibility gaps in the curriculum	Spring 2027 (then ongoing as cont. development
	Staff members may not have the skills to fully support he diverse range of needs and pupils with SEND now at AFET	INSET provided to staff members Training for teachers on differentiating the curriculum Graduated response seen in all classrooms daily	Headteacher, external advisors, SENCO	Autumn 2026 (training throughout the year)	Staff members have the skills to support pupils with SEND	Spring 2027 Summer 2027 Autumn 2028
Medium term	School trips do not take into account pupils with SEND (seen and unseen) where new trips are being added yearly	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Spring 2026	Planning of school trips takes into account pupils with SEND	Summer 2026 then ongoing when trips occur
Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments for pupils with SEND	Headteacher, ICT manager, SENCO	Summer 2026 then reviewed with new child diagnosis	Pupils with SEND can access lessons	Ongoing

		Continue the development of school nurture room Liaison with external professionals				

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is still fully accessible	Audit of physical environment	Building surveyors and HT	Summer 2026	School is aware of accessibility barriers to its physical environment and will make a plan to address them (low due to new build but classes now moving upstairs and impact of this)	Autumn 2026
	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes	HT/Senco	Autumn 2026	Learning environment is accessible to pupils with visual impairments	Summer 2027
Medium term	Ensure future outdoor provision is accessible to all, especially when choosing the permanent structures	Handrails installed	HT/H&S (trust)	Summer 2026 with new items then ongoing	Access to all facilities outside increased	Autumn 2026 ongoing

Long term	To improve signage across the school to ensure pathways, routes and spaces are well signed as the school grows and the rooms alter from their original function	Site manager work undertaken	HT/Site manager/ H&S	Autumn 2026 (after class movement)	School buildings are fully accessible	Autumn 2026

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible	Audit of information and delivery procedures – website, newsletter, emails	SENCO, ICT manager	Autumn 2026	School is aware of accessibility gaps to its information delivery procedures	Summer 2027
	All staff to have the skills to use a Total Communication approach (words accompanied by pictures, symbols, visuals, signing, use of assistive technology) as needed for pupils who have Speech and Language needs.	Schools seeks advice from external advisors Training from SBC SALT on signalong	SENCO/HT	Summer 2026	School is aware of local services for converting written information into alternative formats Teachers are trained and then it is embedded within the school	Autumn 2026 Spring 2027 Summer 2027

Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats	SENCO, ICT manager	Spring 2027 or prior if child with sight impairment/family joins AFET	Written information is fully accessible to children with visual impairments	Summer 2027
Long term	All staff to ensure visually presented information is compliant with British Dyslexia Association guidelines	Audit of classrooms via learning walks	HT/Deputy HT	Summer 2026 then ongoing dependant on results (plus new starters)	Classroom is fully accessible	Autumn 2026

Appendix one: Audit tool for physical access and accessibility of information

Physical access audit					
Item	**Issue**	**Yes**	**No**	**N/A**	**Action**
1	Is furniture and equipment selected, adjusted and located appropriately?	✓			
2	Are pathways, routes and spaces logical and well signed?	✓			As rooms change location due to new build signage needs changing. Signs are small
3	Do you have emergency and evacuation procedures to alert all students?	✓			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	✓			
5	Do furniture layouts allow easy movement for students with disabilities?	✓			External service used for children with impairments
6	Are quiet rooms/calming rooms available to children who need this facility?	✓			Two additional rooms have been added
7	Are car parking spaces reserved for disabled people near the main entrance?	✓			Requires constant monitoring of use
8	Are there any barriers to easy movement around the site and to the main entrance?		✓		
9	Are steps needed for access to the main entrance?		✓		
10	Do all steps (internal and external) have contrasting colour edging?	✓			No external steps. Internal are black edge
11	If there are steps, is a ramp provided to access the main entrance?			✓	
12	Is there a continuous handrail on each ramp and stair flight and landing?	✓			But also a drop at the top of the stairs that could be climbed. Fobs now on all stairwell doors to reduce H&S risks
13	Is it possible for a wheelchair user to get through the principal door unaided?	✓			
14	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	✓			
15	Do all internal doors allow a wheelchair user to get through unaided?		✓		Wide enough but quite heavy so would need help to open
16	Do all the corridors have a clear, unobstructed width of 1.2m?	✓			
17	If no, is an alternative wheelchair accessible entrance provided?			✓	
18	Does each corridor/block/building have a wheelchair accessible toilet?	✓			
19	Does the relevant block have accessible Changing rooms?	✓			

20	Does the building have a lift that can be used by wheelchair user to allow access to different levels?	✓			
21	Is there a continuous handrail on each internal stair flight?	✓			
22	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.		✓		
23	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?	✓			
24	Are non-visual guides used to assist people to use the buildings?		✓		
25	Could any of the décor be confusing or disorientating for students with disabilities?		✓		
26	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	✓			
27	Any hearing impaired children and adults are accompanied and would be visually notified.	✓			
28	Is a hearing induction loop available (either fixed or portable) in the school?		✓		
29	Are there changing facilities for children who need intimate care support?	✓			