



Accessibility Plan at Delta

Target	Strategies	Time frame	Responsibility	Success Criteria
Pupils have access to teaching and learning through inclusive strategies	Use of neutral colours and appropriate fonts to support dyslexic and visually impaired pupils Use widget online to improve signs around the school by augmenting them with symbols	On-going	SEND Lead Class teachers	Pupils can access the curriculum through adaptive teaching and learning provisions and interventions
Ensure classes, the hall and corridors are tidy and clutter-free	Regular checks/Audits Senior leaders monitor and feedback to individuals	Daily monitoring Regular learning walks Annual health and safety inspections by CET	Site Manager Headship and SLT Health & Safety Lead	All areas will be tidy and the risk of tripping over clutter will be reduced
Ensure access to/ around the school for wheelchair users and pupil with kaye walker	Ensure classrooms are available for pupils in corridors without steps Ramps available when accessing the school building Disabled toilet available at front of school Support provided in the toilets for pupil with kaye walker	As necessary	Site Manager Headship and SLT Health & Safety Lead	Easier access from the playground into the main building for wheelchair users and pupil with kaye walker
Ensure windows have blinds where required to remove barriers to access	Regular checks on the blinds are working on the windows	Annually	Site Manager	Pupils can access the curriculum and able to visibly see the Interactive whiteboard



<p>Improve the delivery of information to SEND pupils</p>	<p>Widget online for communication methods to ensure information is accessible.</p> <ul style="list-style-type: none">● dual coding● colourful semantics● class door and labels around the school <p>Visual timetable and individual 'now and next' timetable</p>	<p>On-going</p>	<p>Headship and SLT Class teachers</p>	<p>Good routines have been created within each classroom whereby a variety of methods and resources are employed to ensure all pupils understand communication</p>
<p>Smooth transition of all pupils with SEND</p>	<p>Transition meetings are held to focus on the needs of the pupil as well as an appropriate layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural/ physical needs.</p> <p>The SEND Lead to meets with all secondary SEND Leads to discuss the needs of pupils to enable a smooth transition</p> <p>Use of the CPOMs system and transfer files as required</p>	<p>Annually or when required</p>	<p>SEND Lead Class teachers</p>	<p>Staff are equipped with a good understanding of pupils needs prior to their transition and are able to adapt the environment and resources accordingly</p> <p>Children feel well prepared for change in transition</p> <p>Positive relationships with secondary schools to ensure effective communication of pupil 's needs. Therefore, arrangements can be put into place to ensure a smooth transition for the pupil</p>