



Accessibility Policy Statement

Our Vision

Nurture – Inspire - Thrive

Our Mission

Valuing and developing the potential in everyone

In support of the Enable Trust

Vision

Achieving More Together

Mission

Working together passionately to achieve the best outcomes for children and young people within our specialist SEND and AP settings

Reviewed by:	Sarah Holt DHT
Review date:	September 2026
Ratified by:	Local Governing Body
Ratification Date:	8 th October 2026
Review Frequency: <i>Annual, Bi-Annual</i> (Subject to Academy Trust or national policy change)	Annual update and full 3-year review (2027)
Review Date:	September 2027
Related Policies:	Accessibility plan

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Version Control (example table)

Version No.	Date	Amendments
1.1	September 2025	
1.2	September 2026	

Aims 2025 – 2027 (Two Years)

1. Improving Physical Access

What we have done:

- Outdoor play equipment continues to be regularly checked and maintained, with several repairs and replacements already carried out by Andy Curtis maintaining safety and inclusivity.
- Forest school shelter built Aug 26 to strengthen Forest school offer on site for all pupils.
- Manual handling training embedded in induction offer. Culverhill trainer – Emma Critchley can respond to immediate training needs.

Next steps (2026–2027):

- Continue to monitor and review outdoor play equipment, ensuring accessibility for all and swift action on faults.
- Consider physical accessibility for pupils who have limited mobility in Forest School (research and purchase of an all terrain buggy).

2. Improving Curriculum Access

What we have done:

- *Evidence for Learning* is now being used consistently by staff to capture pupil progress and enable more detailed curriculum planning..
- Sensory circuits programme is embedded within Culverhill offer for all pupils.
- Curriculum access team established – Both Assistant Headteachers have clear oversight and leadership of all interventions and mechanisms that offer further support for pupils to make progress and staff to enhance provision offer.

Next steps (2026–2027):

- Fully embed *Evidence for Learning* to scrutinise pupil progress and ensure robust provision for vulnerable groups' needs.
- Ensure feedback guidelines are consistently applied across all subjects.
- Expand the use of sensory pedagogy and experiences in every subject area.
- Continue to develop CVI provision by enhancing resources, adapting spaces, and embedding OT advice, training, and ongoing guidance.

3. Improving the Delivery of Information

What we have done:

- Communication strategy led by Rachel Clarke has analysed the different methods that are used by school and identified the need to streamline these channels. Naomi Matthews continues to lead this area of school improvement.
- Trip procedures and communications to families reviewed by Sarah Holt (DH) and Polly Jones (EVC). This provides further clarity about who sends out communications and when.

Next steps (2026–2027):

- Further refine EHCP paperwork and processes to ensure they are fully accessible and efficient for all stakeholders.
- Strengthen family support in EHCP processes, ensuring high-quality paperwork that leads to the best provision for pupils.

END.