



Development Area and Objective	Action	Timescale and Resources	Success criteria	Outcome and Evaluation
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Ensure that all classrooms are supportive of the needs of pupils, with a consistent offer across the school.</p> <p>Ensure that pupils with individual needs can access a differentiated and where necessary, adapted curriculum. Ensure that external professional advice is engaged and implemented for the benefit of pupils' engagement, progress and life chances.</p> <p>Ensure that resources are available to support pupils with a disability, including nurture and therapeutic provision.</p> <p>Ensure that visits are inclusive of all pupils within a cohort.</p> <p>SSaFS team meet fortnightly to review new referrals and to ensure that all the children's needs are being met.</p>	<p>Ongoing and any resources that are recommended are purchased.</p>	<p>Classrooms are set up to expectations (Interactive timetables, working walls, individual safe spaces, SEN folder with information for any visiting adult in the classroom).</p> <p>Pupil voice evidences engagement.</p> <p>Pupils with disabilities engage in extra-curricular activities.</p> <p>The curriculum is representative and engaging.</p> <p>External professional reports are implemented through pupil passports.</p> <p>Adaption is evident in planning, lessons and books.</p> <p>Appropriate referrals have been made, and support and advice has been acted upon.</p> <p>Nurture and ELSA provision is in place where needed.</p>	
<p>Improving the physical environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services.</p>	<p>Ensure school staff and governors (Academy Committee) are aware of any access issues.</p>	<p>In place and ongoing review</p>	<p>Pupils, parents and carers have access to all areas of academy.</p> <p>Lighting is efficient and effective. Steps are marked in yellow and hazards identified.</p> <p>Parents and carers feedback any difficulties.</p> <p>PEEPs are prepared and in place.</p> <p>Wheelchair access for specific classes is reviewed.</p>	

Glade Academy Accessibility Plan (in support of EMAT Accessibility Policy) 2025-2028



<p>Improve the delivery of information which is provided in writing.</p>	<p>Ensure that key messages are available in an accessible electronic format: Class Dojo, email, text and newsletters.</p> <p>Information shared with parents verbally if needed.</p> <p>Key information available on website.</p> <p>Investigate and engage with professional advice in light of any new specific needs for parent/carer or child</p>	<p>In place and ongoing review</p>	<p>Parents and carers up-to-date with key information and well-informed regarding academy information.</p> <p>Information accessible for parents, carers and pupils</p>	
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