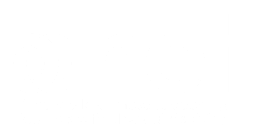
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**About the Template**

This template forms part of the pdnet *Accessibility Planning Toolkit*, which aims to support schools to effectively evaluate the accessibility of their provision and plan to improve access for learners, particularly those with a physical disability. The Toolkit will guide you step-by-step through the process of developing a robust Accessibility Plan. It also includes an in-depth case study that gives an example of a well-developed plan. Download the Toolkit [here](https://pdnet.org.uk/media/pdnet-Accessibility-Planning-Toolkit-for-Schools.pdf).

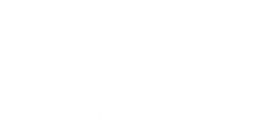
**Completing your Accessibility Plan - the basics**

1. Download the *Accessibility Planning Toolkit* and have it to hand as you work through the template. At the beginning of each section of the template you will see a prompt for which pages to refer to within the Toolkit for guidance.
2. Find and replace ‘Name of School’ with your school’s name.
3. Find and replace ‘pupil’ or ‘pupils’ with ‘student’ or ‘students’ if preferred.
4. Add your school logo by right clicking the placeholder image and selecting ‘change picture’.
5. Using the Toolkit guidance, work through the template adding and amending school-specific information as instructed. Where you are required to add or amend information this has been highlighted in yellow.
6. Enter the date the plan was agreed by the Governing Body, the date of the next review and make a note in the school diary.
7. Delete the guidance prompts at the beginning of each section. You can find these by searching *‘For guidance on completing this section’.*
8. Once finished, delete this guidance page by clicking ‘Insert’, ‘Cover Page’, ‘Remove Current Cover Page’.

**(!) You must ensure that any Accessibility Plan derived from the guidance in the pdnet Toolkit reflects your school’s specific circumstances.**

**Accessibility Plan Template**







|  |  |
| --- | --- |
| **Date agreed:** | Enter date agreed |
| **Review date:** | Enter date of next review |
| **Developed by:** | Enter the name(s) and role(s) of those involved in the development and review of the Accessibility Plan. |

**Name of School**

Accessibility Plan

**Part 1. Opening Statement**

*For guidance on completing this section refer to pages 16-17 in the pdnet Accessibility Planning Toolkit. You may also wish to refer to the case study example on page 35.*

**School Context**

Enter a description of your school context and state your school values, ethos and mission statement.

**Aims**

State the aims of your Accessibility Plan.

**Objectives**

State the objectives of your Accessibility Plan.

**Part 2. School and Pupil Data Analysis**

*For guidance on completing this section refer to page 18 in the pdnet Accessibility Planning Toolkit. You may also wish to refer to the case study example on page 37.*

**School and Pupil Data Analysis**

Current pupil data shows that at the start of academic year enter academic year there are enter number of pupils pupils regarded as disabled under the definition within the Equality Act 2010. Pupil data is collated according to primary area of need, but for some pupils this is more challenging as they have co-existing conditions or areas of need. To reflect this complexity and map the multiple impacts of disabilities on pupils, the following table further analyses the needs of the pupil population in terms of overlapping conditions and their impact on SEMH and attendance.

Complete the table with your school data.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Need** | **Number of pupils where…** | | | |
| **This is their primary area of need** | **This is their primary area of need, but also has additional co-existing conditions** | **There is an impact on SEMH** | **There is an impact on Attendance** |
| Physical disability/ies |  |  |  |  |
| Long term, complex or fluctuating/ degenerative medical needs |  |  |  |  |
| Sensory support needs |  | Vision:  Hearing:  MSI: |  |  |
| Autism |  |  |  |  |
| Speech, language, and communication needs |  |  |  |  |
| Cognition and learning needs |  |  |  |  |

**What the data tells us**

Add your analysis of the data here.

**Part 3. Consultation with Stakeholders**

*For guidance on completing this section refer to page 19 in the pdnet Accessibility Planning Toolkit. You may also wish to refer to the case study example on page 38.*

**Consultation with Stakeholders**

At name of school we ensure that we consult with all stakeholders around accessibility planning. This includes consultation with staff, pupils, parents/carers, governors and the wider community. The consultation ensures that the views of ALL are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders.

**This Accessibility Plan has been written in consultation with:**

Specify here all those involved in development of the Accessibility Plan.

**The consultation process involved:**

Specify here how the identified stakeholders have been involved.

**Part 4. Good Practice in School**

*For guidance on completing this section refer to page 20 in the pdnet Accessibility Planning Toolkit. You may also wish to refer to the case study example on pages 39-43.*

**Access to the Curriculum**

**At name of school, we strive to enable access to the curriculum for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:**

Add examples of good practice here.

Pupils are supported to access the benefits, services and facilities as part of the wider curriculum offered by the school. The range of strategies used to help achieve this access are:

Add examples of good practice here.

**Access to the Physical Environment**

**At name of school, we strive to enable access to the physical environment for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:**

Add examples of good practice here.

**Access to Information**

**At name of school, we strive to enable access to information for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:**

Add examples of good practice here.

**Part 5. Accessibility Action Plan**

*For guidance on completing this section refer to pages 21-26 in the pdnet Accessibility Planning Toolkit. You may also wish to refer to the case study example on pages 44-46.*

**Area 1: To increase the extent to which pupils with disabilities can participate in the school curriculum**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target 1:** | | | | |
| **Action/ Strategies** | **Resource Implications** | **Timescale** | **Responsibility** | **Success Criteria** |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Target 2:** | | | | |
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|  |  |  |  |
|  |  |  |  |
| **Target 3:** | | | | |
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|  |  |  |  |

**Area 2: To improve the physical environment of the school to ensure disabled pupils can access all benefits, services and facilities offered by the school**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target 1:** | | | | |
| **Action/ Strategies** | **Resource Implications** | **Timescale** | **Responsibility** | **Success Criteria** |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Target 2:** | | | | |
|  |  |  |  |  |
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|  |  |  |  |
|  |  |  |  |
| **Target 3:** | | | | |
|  |  |  |  |  |
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|  |  |  |  |

**Area 3: To improve the delivery of information to disabled pupils so information is available equally to all pupils**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target 1:** | | | | |
| **Action/ Strategies** | **Resource Implications** | **Timescale** | **Responsibility** | **Success Criteria** |
|  |  |  |  |  |
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|  |  |  |  |
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| **Target 2:** | | | | |
|  |  |  |  |  |
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|  |  |  |  |
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| **Target 3:** | | | | |
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**Part 5. Sources of Information**

*For guidance on completing this section refer to page 27 in the pdnet Accessibility Planning Toolkit. You may also wish to refer to the case study example on page 47.*

**Sources of information**

**A variety of sources of information have been used to develop this Accessibility Plan:**

List the sources of information you have used here.