Accessibility Policy

Date policy Reviewed: June 2026

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school believes that it must ensure that each and every individual realises their potential in a complete range of educational experiences: academically, socially and spiritually.
We recognise individual needs and differences and respond to them. No pupil should be discriminated against because of any protected characteristic as determined by the Equalities Act 2010.

This plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Section1: Increase the extent to which pupils with disabilities can participate in the curriculum

Current Good Practice

St Giles' and St George's C of E Academy already demonstrates strong, inclusive practice to support disabled pupils' access to the curriculum. The school uses multimodal communication (large print, pictorial/symbolic representations, multi-sensory resources and internal signage) and technology (radio mics, recorded messages and internal information screens) to make teaching and information accessible. Robust systems are in place to secure access arrangements for internal and external assessments. These approaches sit alongside the school's inclusive vision and priorities (implementation of adaptive teaching and inclusive provision for all) and its strengths identified by Ofsted — a caring, personalised culture, effective specialist support (The Orchard) and strong pastoral provision — which provide a firm foundation for increasing disabled pupils' curriculum participation. Given the school's context (high SEND proportion, significant EAL and high levels of deprivation) this practical, multi-channel approach is appropriate and should be extended and standardised so that alternative formats and language access are routinely offered, tracked and embedded in curriculum planning and parental/pupil communication.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
1. Add standardised phrasing to all correspondence to offer, where possible, alternative access to information/communication	- Audit existing letter/email templates, newsletters, assessment reports and classroom communications to identify all points of contact with parents/pupils. - Draft standardised accessibility phrasing (e.g. "If you would like this information in another format (large print, translated, audio, BSL/video, pictorial), please contact [named person] at [contact details]") tailored to different audiences (parents, pupils, external agencies). - Agree phrasing and signposting with Senior Leadership Team (SLT) and SENDCo to ensure clarity and consistency. - Update all digital templates (Arbor, Class Dojo, TEAMS) and printed templates with the approved wording. - Train office staff, class teachers and year leads on when and how to offer alternative formats and how to log requests. - Implement a simple request-log (centralised, GDPR-compliant) to record format requests, response times and actions. - Review templates termly and amend wording where necessary.	- All core school templates (100%) include the approved accessibility phrasing. - Staff training completed and attendance recorded (target: 95% of office/class staff). - Request-log established and used for all alternative format requests; log shows response times within defined targets (see below). - Evidence that at least 100% of recorded requests were fulfilled within the agreed timeframe. - Positive feedback from parents/pupils via termly survey (target: 90% of respondents aware of alternative format offer; satisfaction ≥ 80%).	Principal / Office Manager / SENDCo	Audit and draft: 1 month; Implementation of templates & training: months 2–3; Ongoing logging & termly review

2. Explore and implement alternative language use on the school website to improve accessibility for disabled pupils and EAL families	- Conduct a website accessibility and plain-language audit (include readability, navigation, alt text, heading structure, and use of jargon) with support from IT lead / Trust digital team. - Identify priority pages (home page, curriculum pages, SEND information, policies, contact pages) for plain-language and alternative language content. - Select and integrate language-support tools (machine translation with disclaimer, human-verified translations for priority languages, simplified English toggle, text-to-speech functionality and adjustable text size/contrast options). - Create a set of plain-language summaries for curriculum and SEND information and ensure these are published alongside formal documents. - Produce translated summaries in the top 3–5 community languages (based on school EAL data) and display clear links to request other languages or formats. - Ensure website content meets WCAG AA standards where feasible and add an explicit accessibility statement explaining available alternatives and how to request them. - Train the website/content editor and office staff on maintaining translated/plain-language versions and handling requests.	- Website audit completed and actions logged. - Plain-language summaries published for all priority pages (100%). - Text-to-speech and adjustable text/contrast features implemented on key pages. - Translated summaries available in the top 3–5 languages representing the school community; process in place to add further languages on request. - Accessibility statement live and visible on homepage. - Measurable increase in website engagement from EAL families (analytics baseline vs 6-month follow-up: target +20% for translated/plain pages) and positive feedback via parental survey (≥ 80% find info easier to understand).	Principal / Trust Digital Lead / Office Manager / SENDCo	Audit & planning: months 1–2; Implementation: months 3–6; Monitoring & refinement: ongoing (review every 6 months)
3. Ensure website information can be provided in an alternative format when required (process and resourcing)	- Produce a clear published procedure (web and printed) describing how to request alternative formats, expected response times and available formats (large print, audio, translated, BSL/video, simplified text). - Allocate and budget for resources required (staff time, translation costs, text-to-speech/licenses, printing large format, BSL/video contractor access) in the school development/resource plan. - Identify and train a named Accessibility Coordinator (can be SENDCo or Office Lead) who will manage requests, liaise with families and co-ordinate external providers. - Create service-level standards (e.g., routine requests fulfilled within 7 school days; urgent assessment-related requests within 48 hours) and publish them. - Establish a monitoring dashboard linked to the request-log to report on request volumes, types,	- Published procedure available on website and as a leaflet; staff can demonstrate process knowledge in spot-checks. - Accessibility Coordinator named and contact details published. - Budget allocation recorded for accessibility conversions; invoices and costs logged. - Service standards met in ≥ 95% of logged cases (turnaround targets met). - Termly dashboard reports produced and considered by governors/SLT; evidence of resourcing adjustments where demand requires it.	Principal / Finance Lead / SENDCo (Accessibility Coordinator)	Procedure & coordinator appointed: month 1–2; Budget inclusion: next budget cycle; Dashboard live: month 3; Ongoing monitoring termly

	turnaround times and costs to governors/SLT termly. - Include a budget line for reasonable adjustments in termly resource planning and review during annual budget setting.			
4. Embed adaptive curriculum practice so disabled pupils can access full curriculum content (linking communication improvements to classroom practice)	- Review curriculum planning documents to identify where alternative formats, multisensory approaches and scaffolded materials are needed for disabled learners. - Ensure all teachers plan multi-modal lesson resources (visuals, simplified text, audio, kinesthetic activities) and include an "access note" within medium-term plans identifying likely adjustments for specific cohorts. - Expand staff CPD focused on adaptive teaching, use of assistive technologies (e.g., text-to-speech, symbol-supported resources) and effective use of radio mics and visuals in classroom settings. - Develop and share a bank of accessible curriculum resources (large-print texts, symbol-supported vocabulary lists, pictorial sequences, audio recordings) stored centrally and accessible to teachers via TEAMS. - Strengthen use of pupil passports / personalised access plans: ensure these indicate required communication formats and classroom adjustments and are used routinely in lesson planning and assessment. - Trial curriculum adjustments in targeted year groups/subjects, evaluate impact on engagement and attainment, then scale effective strategies.	- Curriculum plans include access notes for all year groups (100% of medium-term plans examined). - CPD delivered and at least 90% of teaching staff complete adaptive teaching training annually. - Central resource bank populated with a named minimum number of resources per subject (e.g., 10 items per core subject) and used by teachers (usage logs via TEAMS). - Pupil passports updated to include communication preferences for all SEND pupils (100%) and evidence of use in planning and assessment records. - Pilots show measurable improvements in participation (teacher observations, engagement checklists) and progress data for targeted pupils (target: accelerated progress relative to prior baseline for pilot cohort).	Deputy Head / Curriculum Leads / SENDCo / Year Leads	Curriculum review & resource bank start: months 1–3; CPD: termly; Pilot & evaluation: months 4–9; Full embedding: 12 months
5. Monitor effectiveness and community awareness of alternative-format offers (continuous improvement)	- Include accessibility metrics in the school's self-evaluation and school development plan (e.g., number of requests fulfilled, turnaround times, satisfaction rates, website accessibility improvements, staff training completion). - Carry out a short annual parental/pupil survey (with accessible formats) asking about clarity of information, ease of access to alternative formats and curriculum participation. - Use governor oversight (link governor for SEND/inclusion) to review termly dashboard and annual accessibility plan progress report. - Hold one annual focus group with disabled pupils and EAL parents (with translation where needed) to	- Accessibility metrics included in termly reports and in the SDP; governor minutes show discussion of findings. - Annual survey response target met (at least 30% of families engaged through accessible formats) with ≥ 80% reporting improved access/understanding. - Focus group held each year with action points documented and implemented within agreed timescales. - Documented changes from feedback (examples of editing website text, adding resource types, changing turnaround times) and evidence of	Principal / SENDCo / Governor with SEND/inclusion link	Dashboard & reporting: immediate and termly; Annual survey & focus group: annually (start month 6); Ongoing updates

	gather qualitative feedback and co-produce improvements. - Use feedback to adjust priorities, reallocate resources and update accessibility phrasing, website content and staff training as required.	impact in following termly dashboard.		

Section 2: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Current Good Practice

St Giles' and St George's C of E Academy already demonstrates strong, responsive practice to ensure pupils with disabilities can access learning and school life. The school has installed ramps, lifts, disabled parking bays, and accessible toilets and changing facilities; maintains library shelving at wheelchair-accessible heights; and provides specialist equipment (laptops, adapted desks, chairs, stools, medical beds). Careful timetabling ensures access to The Orchard specialist classroom and anticipatory planning supports inclusion in onsite and off-site extra-curricular activities. Staff receive ongoing advice about pupils with physical or sensory needs and the school makes bespoke adaptations (blinds, carpets, lower level lighting, handrails) and individual environmental risk assessments where reasonable and necessary. These arrangements align with the school's improvement priorities of inclusive provision and adaptive teaching, and support the warm, inclusive culture noted by Ofsted, while recognising the higher-than-average SEND cohort and local deprivation which make clear, planned investment in the physical environment essential.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
1. Carry out a comprehensive audit of the physical environment to address inconsistencies	- Commission an internal audit by SLT and inclusion lead and an external accessibility specialist (accessibility consultant or local authority advisor) covering buildings, playgrounds, routes, signage, lighting, and fixtures. - Use the Equality Act 2010 duties and DDA guidance and link to OFSTED framework considerations on environment and inclusion when designing the audit checklist. - Consult pupils (including those with SEND and well-being ambassadors), parents, governors and staff to identify lived-experience barriers. - Produce an audit report with prioritised actions (urgent, medium, long-term), cost estimates, and risk assessments. - Share findings with Trust estates team and governors and publish a summary on the school website.	- Completed audit report with mapped issues and prioritised action list. - Consultation records demonstrating pupil/parent/staff input. - Audit report approved by SLT and governors and published online. - All urgent safety/access issues identified and scheduled for rectification within the agreed timeframe.	Principal; SENCo/Inclusion Lead; Site Manager; Accessibility consultant; Trust Estates rep; Chair of Governors	Audit commissioned within 1 month; report delivered within 8 weeks of start; urgent actions scheduled within 4 weeks of report
2. Purchase and install equipment identified to improve accessibility (based on audit and	- Collate equipment list from audit and individual EHCP/ILP recommendations (e.g., additional handrails,, tactile paving, portable ramps, evacuation chairs, adaptive furniture, lighting improvements). - Obtain 3 quotes per item where appropriate and check compatibility with existing buildings. - Seek funding options (Trust capital, LA grants, DfE/charitable funding) and include costs in the school budget plan	- All high-priority equipment purchased and installed per audit schedule. - Funding identified and recorded. - Equipment tested and signed off with pupil/staff feedback confirming improved access. - Asset register updated and maintenance schedule in place.	Principal; Business Manager; SENCo; Site Manager; Trust Finance Officer	Funding application/ budget allocation within 3 months; procurement & installation for high priority items within 6

individual needs)	Procure, install and test equipment with involvement of relevant pupils/staff and occupational therapists where needed. - Update asset register and staff training records to cover use and maintenance.			months; remainder within 12 months
3. Audit and update signage across the site to meet accessibility best practice	- Audit internal and external signage for font size, contrast, pictograms, height/placement, tactile/Braille needs and consistency with inclusive wayfinding. - Engage visually impaired pupils/parents and specialist advisers to identify effective sign styles. - Design a standardised signage scheme (colour contrast, minimum font size, pictograms, door numbering, directional signage) and create templates. - Replace or add signage in phases; ensure emergency signage is compliant and visible. - Communicate updates to staff, pupils and visitors and include accessible maps on the website.	- Signage audit completed with clear specification. - All critical signs (entrances, toilets, The Hive, emergency exits, stairs, reception) replaced to specification. - Positive feedback from visually impaired users and staff. - Accessible site map published online.	SENCo; Site Manager; Principal; External accessibility adviser; Communications lead	Audit within 2 months; critical signage replaced within 4 months; full scheme implemented within 9 months
4. Review stairwells, corridors and lighting to improve access for visually impaired pupils and those with sensory needs	- Map stairwells/corridors and record current lighting levels, contrast of steps, handrail presence and visual cues. - Commission lighting survey (lux levels) and a specialist review of visual accessibility. - Install/upgrade lighting (e.g., higher lux where needed, non-glare fittings), tactile strips, and consistent handrails on both sides where possible. - Ensure corridor surfaces are non-reflective and that clutter/obstructions are eliminated through clear storage policy. - Trial changes with visually impaired pupils and adjust based on feedback.	- Survey completed and recommendations recorded. - Lighting and contrast improvements completed in priority areas. - Measured improvement in light levels and pupil feedback indicating improved confidence navigating stairs/corridors. - Reduction in reported trips or navigation difficulties.	Site Manager; SENCo; Trust Estates; External lighting/accessibility contractor	Survey within 2 months; priority improvements within 6 months; remaining works within 12 months
5. Strengthen procedures for identifying and planning for visitors or pupils with additional mobility/sensory needs	- Update visitor booking and intake forms to include prompts for access needs and preferred communication methods. - Train office staff and trip leaders to ask and record accessibility requirements for visitors, contractors, parents and external providers. - Develop a standardised visitor access information pack (arrival instructions, accessible routes, parking, nearest accessible toilet). - For planned visits/events, carry out site checks and provide reasonable adjustments (e.g., reserved parking, route guidance, portable ramps). - Maintain a confidential central record of recurring access needs for pupils, staff and frequent visitors to inform planning.	- Updated forms and booking processes in use. - Office staff demonstrate knowledge of process (training records). - Visitor access pack created and routinely provided. - No instances of visitors/pupils being unable to access planned activities due to unrecorded needs. - Log of reasonable adjustments maintained.	Office Manager; Principal; Site Manager; SENCo; Trips Coordinator	Forms and staff training within 1 month; visitor pack produced within 2 months; central record maintained ongoing
6. Ensure adaptations for individuals are planned, recorded and reviewed	- Standardise individual environmental needs section in EHCPs/ILPs and include environmental risk-assessment templates. - Ensure multi-disciplinary input (OT, physiotherapy, medical officers) for recommended adaptations. - Create a rolling review timetable (termly) for implemented adaptations and their effectiveness. - Record minor adaptations in a central interventions log	- Every pupil with identified physical/sensory needs has a documented plan with environmental adaptations. - Termly reviews recorded and any necessary adjustments actioned within agreed timescales. - Staff training completed and staff can evidence escalation. - Reduced	SENCo; Class Teachers; Principal; Occupational Therapist (as applicable	Template and logging system within 1 month; all current pupils' plans recorded within 2 months;

systematic ally	and major adaptations in the capital works plan. - Provide staff training on recognising when environmental adjustments should be requested and how to escalate.	barriers reported by pupils/parents during reviews.	); Site Manager	reviews termly
7. Monitor, review and resource the accessibilit y plan to ensure sustainable implement ation	- Present accessibility plan and audit findings to governors and Trust leadership for approval and inclusion in school development planning and capital budgets. - Allocate a dedicated budget line for accessibility works and maintenance within the annual budget. - Produce an implementation tracker with milestones, costs and responsible persons and review progress termly at SLT and governor inclusion meetings. - Publish the accessibility plan and annual progress summary on the school website to meet statutory transparency and make available on request to Ministers if required. - Build contingency and prioritisation criteria into the plan for resource-limited periods.	- Accessibility plan approved by governors and integrated into SDP. - Dedicated budget line established and reported in finance updates. - Quarterly progress reports produced; milestones met within agreed tolerances. - Accessibility plan and progress summary published online. - Evidence that resources are allocated and adjustments resourced year-on-year.	Principal; Business Manager; Chair of Governors ; SENCo; Trust Finance Officer	Plan taken to governors within 2 months; budget line set at next budget cycle; termly progress reviews ongoing

Notes:

- All actions will be undertaken with reference to the Equality Act 2010 duties, relevant DfE/LA guidance and best practice for inclusive environments.
- Where works affect listed or historic fabric, the school will liaise with Trust Estates and relevant heritage officers to agree reasonable adaptations.
- The plan acknowledges the school's context (high SEND proportion, high deprivation, Church of England ethos) and seeks practical, costed, and pupil-centered steps to remove physical barriers and improve access for learning and wellbeing.

Section 3: Improve the availability of accessible information to pupils with disabilities

Current Good Practice

St Giles' and St George's C of E Academy already uses a wide range of effective communication methods to make information accessible to pupils with disabilities and their families. The school combines visual, auditory and multi-sensory approaches including internal signage, large-print resources, pictorial/symbolic representations and multi-sensory information sharing. Technology is used well: radio mic systems, internal information screens and multiple digital platforms (TEAMS, ClassDojo, Arbor, recorded messages) support different preferences and needs. Assessment access arrangements are robust, and staff are experienced in adapting resources and delivery to individual needs. This strong foundation aligns with the school's inclusive priorities and its emphasis on adaptive teaching and personalised support, and complements the warm, welcoming culture described by Ofsted. To build on these strengths, the school will standardise offers of alternative access across correspondence, expand alternative-language and accessible website provision, and ensure timely, person-centered delivery of information to disabled pupils and families.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
1. Add standardised phrasing to all school correspondence offering alternative access to information/communication	- Audit current templates and common correspondence (letters, emails, text messages, newsletters, reports) to identify where standard phrasing can be inserted. - Draft clear, simple standard phrases offering alternative formats and support (examples: large print, Braille, audio, translated versions, read-aloud by staff, pictorial summaries, Easy Read). - Produce versions tailored for parent/carer, pupil and external agency communications. - Train office staff and key leaders on when and how to use the phrasing and record requests. - Implement template updates across all platforms (Arbor, ClassDojo, Teams, paper letters). - Establish a central log to record requests and fulfilment times.	- All standard correspondence templates contain the agreed offer of alternative access. - Staff knowledge check: 90% of office/class staff can correctly explain the offer and record a request (measured via short survey after training). - Central log records any requests and shows 100% of requests fulfilled within agreed timescales (see Objective 3 for timescales). - Parent/pupil feedback shows awareness of the offer (survey: ≥80% awareness among parents of pupils with SEND/identified need).	School Business Manager (template lead); SENCo; Office Manager; Comms Lead	Audit & drafting: 6 weeks. Training & rollout: next 6 weeks. Monitoring: ongoing termly review.
2. Explore and expand alternative language and Easy Read options for the school website and key communications	- Review website content to identify high-priority pages (admissions, key policies, SEND information, newsletters, behaviour and safeguarding pages). - Commission or identify tools for language translation and Easy Read / Plain English summarisation (consider human-checked translations for key documents). - Create Easy Read versions of statutory and priority documents (e.g., SEND information report, accessibility plan summary, GDPR/privacy, attendance procedures). - Add clear website controls for text size, contrast and read-aloud functionality (or signpost to browser accessibility features). - Produce guidance for staff on producing Easy Read summaries and translated bullets for class-level communications. - Pilot translated webpages and Easy Read documents with families who have EAL or	- Priority pages identified and a delivery schedule established. - Easy Read versions created for at least 5 priority documents within 3 months. - Website shows visible controls or links for accessibility tools and a clear “Get this in another format” button on priority pages. - Pilot feedback demonstrates usability (≥80% positive responses from pilot participants). - Number of requests for translated/Easy Read documents reduces over time as proactive materials become available.	Principal; SENCo; Trust Digital Lead; Website Manager; SEND Governor	Review & planning: 4 weeks. Creation of priority Easy Read/translated docs: 3 months. Website updates and pilot: 4 months. Full roll-out: 6–9 months.

	specific accessibility needs and gather feedback.			
3. Ensure website and other requested information can be provided in an alternative format within a reasonable time and according to pupil/parent preference	- Define "reasonable time" targets for different formats (e.g., standard large-print/Easy Read: within 5 working days; audio files: within 7 working days; translated documents: within 10–15 working days depending on language). - Publish the response times on the website and in the standard correspondence phrasing (Objective 1). - Identify internal capacity and external suppliers (local authority, Trust services, specialist providers) for producing formats (Braille, professionally translated documents, audio recording, Easy Read design). - Update central log system to capture preferred formats, requested dates, allocated staff/suppliers, and completion dates. - Set escalation procedures if targets are not met (SENCo/Principal review). - Include alternative-format provision in budget planning and allocate a small annual fund for accessibility commissioning.	- Published response-time targets visible on website and in correspondence. - 95% of internal requests met within defined reasonable time targets in termly monitoring. - Supplier list in place with turnaround times and costings. - Central log demonstrates timely fulfilment and records parent/pupil preferences for future communications. - Annual budget line for accessibility commissioning included in next financial plan.	SENCo; School Business Manager; Office Manager; Principal	Define targets & suppliers: 6 weeks. Publish & implement: next term. Monitoring: termly with annual budget inclusion.
4. Improve staff skills in producing accessible information (Easy Read, audio, pictorial summaries, translation requests)	- Provide targeted CPD for teachers, support staff and office staff on producing Easy Read materials, using pictorial/symbol systems, making short audio summaries, and signposting translation services. - Create quick-reference guides and templates (Easy Read checklist, pictorial strip templates, audio script template). - Share exemplars of accessible class communications and whole-school documents. - Include accessibility-awareness as part of induction for new staff and as an objective in performance/appraisal for relevant staff.	- At least one CPD session delivered per year with attendance targets (100% office staff, 90% teachers/support staff within 12 months). - Staff confidence increase: post-training survey shows ≥80% of attendees feel confident to produce basic Easy Read/pictorial resources. - Templates and guides used in practice (audit shows a rise in Easy Read/pictorial communications produced by classes: target +50% in first year). - Accessibility tasks reflected in induction materials and appraisal records for relevant staff.	SENCo (training lead); CPD Coordinator; Inclusion Lead	Develop CPD & materials: 6 weeks. Deliver CPD: within 3 months. Ongoing refreshers annually.

5. Strengthen pupil voice and family engagement to ensure accessibility improvements meet needs and preferences	- Identify and consult a representative group of pupils with disabilities (including Hive users, pupils with EHCPs, pupils receiving SEND support) about preferred formats and delivery methods. - Conduct targeted parent/carer focus groups, including EAL families, to gather views on website accessibility, translations and correspondence offers. - Use feedback to refine standard phrasing, website choices, response time targets and training needs. - Publicly summarise actions taken in accessible format (termly or annual update).	- Documented pupil and parent engagement sessions with clear actions and follow-up (minimum two engagement events per year). - Changes to templates/website/ training demonstrably informed by feedback (evidence in meeting notes and updated materials). - Parent/pupil satisfaction improvement on accessibility measures (survey: increase of ≥20% in satisfaction within 12 months). - Termly/annual accessible summary published demonstrating transparency.	SENCo; Principal; Well-being Ambassadors; Parent Liaison	First engagement within 6 weeks. Ongoing termly engagement and annual summary.
6. Monitor, review and report on accessibility of information and maintain compliance	- Integrate the accessibility-for-information objectives into the school development plan and the Trust's monitoring cycle. - Termly review of central log data, fulfilment times, staff training completion and feedback results; report to SLT and Governors (SEND Governor). - Annual review and update of the Accessibility Plan section relating to information delivery, including resource allocation and any required revisions. - Ensure availability of the accessibility plan summary on the website and make full plan available on request (in line with Equality Act duties).	- Termly monitoring reports produced and reviewed by SLT/Governors with actions recorded. - Annual Accessibility Plan update completed and published; accessible summary available online. - Evidence of resource allocation for plan implementation in annual budget. - No inspection findings relating to failure to provide information in accessible formats (if inspected).	Principal; SENCo; School Business Manager; SEND Governor	Termly monitoring; annual review and publication (each summer term).