

Appendix 1: Accessibility Plan - September 2026

Target	Strategies	Timescale	Responsibility	Success criteria
Improve the accessibility of information for all stakeholders	• Language Support: Provide materials in multiple languages for non-English speaking families. Ensure translation services for meetings, documents, and other communications. • Visual and Auditory Accessibility: Make sure content on the website, newsletters, and other digital materials is accessible to those with disabilities. For example: • Use screen reader-friendly designs. • Include captions for videos. • Provide transcripts for audio content. • Ensure high contrast text for those with visual impairments. • Sign Language Interpretation: Offer sign language interpreters for key meetings or events if there are hearing-impaired stakeholders. • Survey Stakeholders: Regularly survey students, parents, and staff to understand their preferences and difficulties related to information accessibility. • Regular Evaluation: Continually assess the accessibility of your communication efforts and make adjustments as needed. This could include reviewing user feedback, observing engagement rates, or conducting focus groups.	By the end of summer term 2027	SLT	All communications will be available in relevant languages for our families. The website will be able to be viewed in different languages. All digital media will be accessible to all members of the school community. All parents/carers will be accessing information via Bromcom.
Improve the inclusivity and accessibility of the curriculum	• Continue to embed the development of different ways of recording work within all areas of the curriculum • Continue to develop interesting, daring, relevant and engaging lessons throughout the curriculum • Continue to develop: • Representation: Include a wide range of perspectives, authors, historical events, and cultural contexts in the curriculum. This helps students from various backgrounds feel seen and valued. • Inclusive Language: Use inclusive and respectful language that avoids stereotypes or exclusionary terms.	By the summer term 2027	Teaching staff	Lessons will be engaging, daring and relevant to our cohort of children. Curriculum planning shows a wide range of perspectives are being considered. There is a culture of a reduction in the number of racist/negative

	• Multicultural and Multidisciplinary Approach: Integrate perspectives from a variety of cultures, genders, socioeconomic statuses, and other identity groups. Make sure to highlight contributions from historically marginalised groups in fields such as science, literature, art, and history. • Continue to investigate and develop scaffolding within lessons • Promote Critical Thinking: Encourage students to critically examine social issues, diversity, and power structures. This helps to create an inclusive environment where diverse perspectives are valued. • To develop a layered language culture which uses a range of communication methods – eg signing, symbols, visuals.			language logged on CPOMs. Year group planning shows a focus on integrating perspectives from a range of marginalised groups. Curriculum planning especially in upper Ks2 shows a focus on critical examination of social issues. The use of Makaton and visuals are clearly seen throughout the school.
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