



The Rainbow Federation Access Plan 2025 – 2030



	Targets	Strategies	Timescale	Responsibility	Success criteria
School Buildings	<ul style="list-style-type: none"> School is aware of the access needs of disabled children, staff and parent/carers School staff are better aware of access issues 	<ul style="list-style-type: none"> Create access plans for individual disabled children as part of IDP process, when and where necessary Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 	<p>As necessary</p> <p>Spring 2025 - 2030 for review</p> <p>Spring 2025 - 2030 for review</p>	<p>EHT/HoS/GB</p> <p>EHT/HoS/GB</p>	<ul style="list-style-type: none"> Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. Raised confidence of staff and governors in their commitment to meet access needs All parents able to fully access all school activities
	<ul style="list-style-type: none"> Plan classrooms in accordance with pupil need Organise resources within the classrooms to reflect pupil need Improve access to hall areas Provide quiet areas within school 	<ul style="list-style-type: none"> Within planning, particularly context for learning ensure all pupils can access activities Ensure planning is suitable to reflect the need of each child to enable them to fully participate in activities within the classroom Buildings meeting Make quiet break out areas for pupils. Also have a quiet reading area in each classroom 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All staff</p> <p>All staff</p> <p>H&S Officer / Business Manager</p> <p>Designated staff</p>	<ul style="list-style-type: none"> Areas within the classroom are accessible to all Resources meet the needs of the children Comply with FRA Areas for children to reflect and feel secure

Curriculum	<ul style="list-style-type: none"> • Increase confidence of staff in differentiating the curriculum 	<ul style="list-style-type: none"> • Undertake audit of staff training needs on curriculum access • Assign INSET sessions to identified training needs e.g. dyslexia, differentiation, alternative formats for recording 	<p>Termly</p> <p>Twilights</p>	<p>SLT</p> <p>LA / SLT</p>	<ul style="list-style-type: none"> • Raised confidence of staff in strategies for differentiation and increased pupil participation.
	<ul style="list-style-type: none"> • Ensure TAs have access to specific training on disability issues e.g. Makaton 	<ul style="list-style-type: none"> • Use staff audit to identify TA training needs and inform Professional Development process 	<p>September each year</p>	<p>ALNCo</p>	<ul style="list-style-type: none"> • Raised confidence of TAs as above.
	<ul style="list-style-type: none"> • Ensure disabled children participate equally in after school, trips and lunch time activities • Ensure children with ALN participate equally in after school, trips and lunch time activities 	<ul style="list-style-type: none"> • Survey participation in clubs at lunch and after school by disabled children • ALN and class information available to EVC to ensure needs of all children fully catered for • Ensuring access to all trips and visits in a secure manner 	<p>Ongoing</p>	<p>All staff</p>	<ul style="list-style-type: none"> • Disabled children confident and able to participate equally in out of school activities
	<ul style="list-style-type: none"> • Reflect identified area of need in lesson planning and delivery. 	<ul style="list-style-type: none"> • Purchase of resources to increase pupil participation 	<p>Termly</p>	<p>All staff</p>	<ul style="list-style-type: none"> • Lessons are differentiated according to need
	<ul style="list-style-type: none"> • Reflect on times required for learners to complete tasks 	<ul style="list-style-type: none"> • CPD opportunities including ARR review – timings extended for formal assessment. 	<p>Termly</p>	<p>All staff</p>	<ul style="list-style-type: none"> • Timing extensions for pupils with ALN

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Information	<ul style="list-style-type: none"> Review information to parents/carers to ensure it is accessible Regular updates for families in shorter texts inc. newsletters / ClassDojo/ Twitter/ Facebook trial/ School app 	<ul style="list-style-type: none"> Consult parents/carers about access needs when child is admitted to school Review all letters home to check reading age/Plain English Produce newsletter in alternative formats e.g. large print, if requested 	<p>September each year</p> <p>Ongoing</p> <p>Ongoing</p>	HoS / Admin	<ul style="list-style-type: none"> All parents receive information in a format that is accessible to them e.g. large print
	<ul style="list-style-type: none"> Ensure all staff are aware of guidance on accessible formats 	<ul style="list-style-type: none"> Guidance given to staff on dyslexia friendly classrooms and accessible information 	September each year	ALNCO	<ul style="list-style-type: none"> School produces routine information to parents in more accessible ways, according to need
	<ul style="list-style-type: none"> Inclusive discussion of access to information in all annual reviews 	<ul style="list-style-type: none"> Consult with parents/carers and children about access to information and preferred formats in all reviews Develop strategies to meet needs 	As and when necessary	ALNCo	<ul style="list-style-type: none"> Staff more aware of parents' preferred methods of communication