

Accessibility Action Plan – 2025 - 2026

Objective	Actions	Success Criteria (SMART Goals)	Monitoring & Evaluation	Responsibility
Monitor and Analyse Achievement Gaps for vulnerable groups.	Collect and analyse data on attainment gaps for vulnerable groups (EAL, SEND, disadvantaged pupils) Identify and implement relevant staff training.	Children in identified vulnerable groups will make strong progress from starting points. Attainment gaps between vulnerable groups and peers will reduce. Staff complete at least one CPD session annually on inclusive teaching strategies.	Termly progress tracking – Staff CPD evaluations Pupil progress meetings	Head of Schools, School Improvement Leads, SEND Leads, Inclusion Lead and SENco
Increase Representation on the website, on school related social media, in the curriculum and resources and displays in the physical environment.	Termly updates of the characteristics of cohort summaries used to inform provision. Termly per reviews and external SEA visits to review positive representation. Parent/carer surveys evidence embedded positive representation	Peer review reports will identify good practice around diversity and inclusion. SEA reports will evidence good practice around diversity and inclusion. Parent/Carers will report a sense of high belonging..	Termly internal and external review reports Surveys for Parents/Carers Staff meeting reflections	Head of Schools, School Improvement Leads, SEND Leads, Inclusion Lead and SENco
A carefully planned series of pertinent	Plan and implement cultural events that reflect the diversity of the school community. –	At least termly events planned to provide learning for all children–	- Attendance logs - Parent feedback	Head of Schools, School Improvement Leads,

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cultural events and family engagement	<p>Provide multilingual resources for better family participation</p> <p>Ensure information is accessible in a format that can be translated</p> <p>Provide technology that will support communication between languages during face to face conversations.</p>	<p>Communication shared in a format that can be translated most of the time.</p> <p>Where only PDFs can be shared staff will consider how to share key messages.</p>	<p>surveys - Observations of engagement levels</p> <p>Families are involved with supporting the teaching of different faiths and customs.</p>	SEND Leads, Admin Leaders
Support Progress of children with SEND and EAL.	<p>Provide targeted CPD for staff on inclusive teaching and adaptive approaches.</p> <p>Implement structured interventions for pupils with additional needs.</p>	<p>100% of staff receive annual SEND/EAL training. –</p> <p>Children with SEND/EAL make strong progress from their starting points.</p>	<p>Termly internal and external review reports</p> <p>Professional reflections on training.</p> <p>Pupil progress tracking</p>	Head of Schools, School Improvement Leads, SEND Leads, Inclusion Lead and SENco
Enhance Communication and Engagement with Families	<p>Develop multilingual resources including video explanations.</p> <p>Provide technology that will support communication between languages during face to face conversations.</p> <p>Structure informal meetings for parental/carer support.</p>	<p>All parents/carers will engage with keyperson through either calls or emails.</p> <p>Parent/Carer surveys will evidence they feel well informed.</p>	Parent/Carer survey results.	Head of Schools, School Improvement Leads, SEND Leads, Inclusion Lead and SENco, Key person

Additional Information

All schools within Roots Federation are on one level. Through continued monitoring, we ensure the building is accessible for all. All have disabled toilets and have access for wheelchairs. The availability of resources are universal and some schools have adapted resources provided by Physio and/or Occupational Therapists. No school has a hoist.