Cedar Park School

Accessibility Action Plan – June 2026

Targets	Strategies	Time	Responsible
To improve and maintain access to the physical environment for all pupils	The environment is adapted to meet the needs of children as required. This includes: -Maintaining and using adjustable height changing table -Adjust height of rails for support and access -Keeping corridors free of obstacles -Use of a ramp as needed -Disabled parking free for family use -Adjustable seats used for children with additional needs -Children silently walking on the left of corridors and stairs	Ongoing	Headteacher/ Governing Body
To increase access to the curriculum for pupils with a disability	Long Term Curriculum Access: -Offer an adapted curriculum -Use resources tailored to support child with specific disability -Use resources which include examples of children with disabilities -Celebrate disability in our next BDBE week -Curriculum progress is tracked for all pupils including those with a disability -Targets are set effectively and are appropriate for pupils with additional needs, through our Provision Map Cycle -The curriculum is reviewed to ensure it meets the needs of all pupils -Widen the use of tools made available to children that improve oracy (ePens, talking tins etc…) -Budget for assessments, delivered by SEND professionals, that help to support the school with provision for children with a disability	Ongoing	Headteacher/ SENDco

To improve and maintain the delivery of information to pupils with a disability	Long term Information Access -Pictorial or symbolic visual cues available throughout classroom -Dual coding -Visual cues available for use in other areas around school -Regular review and updating of visual cues	Ongoing	Headteacher/ SENDco