Accessibility Plan 2026-2029

Planning duty 1:Curriculum

Schools must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents. A grid, like the one below, should be completed for the curriculum, physical environment and information provision.

Priority	Action	Lead	Timescale	Success Criteria
Effective communication & engagement with parents	Daily communication at the school gate (pastoral lead and Leadership team) Use of multilingual member of staff to support those in need PA Connect App for instant messaging Termly parents' meeting EHCP/SEN meeting School Health meetings Regular workshops	SLT	In place On going	Parents involved in children's learning Fully informed of children's progress
Training for staff to increase access to the curriculum for all pupils	Epipen training Insulin administration training Intimate care policy in place CPD – ACEs, SALT Outreach support e.g. SENISS, OT,	SLT School Nurse	In place Ongoing training with health and other education professionals	Medical needs do not hinder access to the curriculum CPD enables focussed

	physiotherapy Access to Behaviour Intervention Team			support of those children with additional needs
Effective use of resources to increase access to the curriculum for all pupils	Effective deployment of support staff ICT resources to support learning provided appropriately e.g. laptops, specific apps	SLT SENCO IT tech.	In place On going	Access to effective support enables all children to make good progress Reduced barriers to learning
Adaptations to the curriculum to meet the needs of all learners	Timetable changes to access OT and alternative appointments SALT programmes built in to weekly timetables SATs arrangements used fully to enable pupils full access to end of key stage assessments	SENCO	In place On going	Full access to the curriculum while participating fully in medical/physical programmes to aid accessibility
Appropriate use of specialised equipment to benefit individual pupils and staff	Access to ICT equipment (iPads, laptops, headphones) for pupils struggling with recording or focussed listening. Sloped personal work stations Barrier workstations Coloured overlays to aid reading Pencil grips, triangular pencils and pens Wedge/wobble cushions for children struggling to sit on their chair Therapeutic Classrooms Sensory Room	SENCO	In place or acquired when necessary	Full access to the curriculum
Enrichment activities and extracurricular clubs are planned to ensure all	Risk assessments undertaken – choices for enrichment activities will allow all children to take part	All staff	In place Equipment necessary for clubs purchased when	Extra-curricular clubs can be accessed by any children.

pupils are able to participate	External providers will make the same considerations as school		needed	Enrichment is not limited.

Planning duty 2:Physical environment

Schools should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents

Priority	Action	Lead	Timescale	Success Criteria
Ensure the building is fully accessible to all users	Two dedicated disabled parking bays provided in school's secure car park All external doors have a flat entry so no ramp access is required for wheelchairs Door openings are of a width that wheelchairs could use	Site manger	In place	All pupils and visitors can access the school building without any barriers
Accessible toilets are available	Accessible toilet available	Site manger	In place	All pupils and visitors have access to a toilet in the school building
Consideration given to those with visual impairment	Signage is clear and bright Steps are edged in contrast colour if needed	Site manger	In place On going	Increased safety for visually impaired Issues addressed in a timely manner
Consideration given to those with hearing impairment	Install an audio hearing loop across the building Install signage so all pupils and visitors	SENCO	On going	Audio induction loop installed with signage

	know how to link to the system Make the adjustments needed to the fire alarm			
Improve access route signage	Signage in car park to indicate disabled spaces Signage to disabled toilets	Site manger	In place	All visitors will access the building and move around the school safely and without issue.
Maintain safe access around the exterior of the school	Pathways to be kept clear – vegetation, ice, snow Gates closed or locked so that they are not a risk	Site manger	In place	Easy access for all around the outside of the building

Planning duty 3: Information

Schools should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

Priority	**Action**	**Lead**	**Timescale**	**Success Criteria**
Review information to parents, carers and visitors to ensure it is accessible.	Use clear, simple language, avoiding jargon and nonstandard English Offer translated copies if required Documents sent out using the school app to be in most common languages used in the school	HT Admin	In place On going	All parents, pupils and visitors are able to access any written information with ease.
Improve the delivery of	Variety of formats – large print etc.	HT	In place	Parents, pupils and visitors

written information.		Admin	On going	will access written information in their preferred format
Ensure all staff are aware of guidance on accessible formats.	Use dyslexia friendly formats as approved by the British Dyslexia Association	SENCO	In place On going	Appropriate choices made for pupils and visitors to ensure they can access written information.
Ensure the large proportion of EAL families have access to written information.	Use Google translate on iPads for pupils with no or little English. All letters sent home are translated into a range of languages Demonstrate how to translate messages sent via school app into any language	All	In place On going	Parents, pupils and visitors will access written information in their preferred format