

Accessibility Plan 2025-26

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	HT / DHT/SENCO/ Office staff	Staff aware of services available through LA. Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents - display appropriate leaflets for parents to collect. Hard of hearing parents to be sent texts/emails of important information. Use of email/text/phone calls for people with visual difficulties/impairments.	Contact details, translation available at Reception & cost of translation / adaptation	In place & ongoing	Information to disabled pupils / parents as appropriate. Written information available in alternative formats. Take-up of information leaflets by parents.
Training for teachers on differentiating the curriculum and effective communication with parents	SENCo/DHT	Staff training and meetings with parents of SEND pupils arranged. Parent Consultation Group for parents/carers with children with SEND. Signposting for parental support by the DHT through Early Help, which shares its premises with the school. Pupil Wellbeing Co-ordinator to support differentiation within the classroom at key points-transition and in times of need. Extended Schools Co-ordinator to support	Training time TA time allocated DHT Pupil Wellbeing Co-ordinator	In place & ongoing	Increased access to the curriculum. Needs of all learners met. Parents fully informed and able to give their ideas/point of view.

		communication through one to one parents meetings.			
Training for staff on increasing access to the curriculum for all SEND pupils	SENCo/DHT	On-going training on all areas of need. Access to external agencies covering all areas of need. Specific resources bought/made as advised by external agencies eg. chew toys, now and next, visual timetables, busy boxes.	Training time TA time allocated Specific resources	In place & ongoing	Increased access to the curriculum. Needs of all learners met.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENCo/HT/DHT	Sloping boards for pupils with fatigue problems or physical disability. Specially shaped pencils and pens for pupils with grip difficulty. Pencil and pen grips. Footstools for correct sitting position. Ear defenders for children who are noise sensitive. Sound field system. Staff trained as appropriate. MyRogerMic Scanning Pens	Specialist equipment as listed	In place & ongoing	Increased access to the Curriculum. Needs of all learners met. Staff needs met to assist work accessibility.
Provision of wheelchair accessible toilets with changing facilities	SENCo/School Business Manager/BSM/BSS/DHT/ HT	Maintain a wheelchair accessible toilet with a changing table.	Build into maintenance budget Staff training on how to ensure children	In place & ongoing	Physical accessibility of school increased. Wheelchair accessible toilet and changing facilities available.

			know how to access and use.		
Provision of facilities to ensure independent self-care of child to use a toilet.	SENCo/ School Business Manager/ BSM/BSS/ DHT/HT	Footstools. Wiping aids.	Staff training on how to ensure children know how to access and use.	In place & ongoing	Accessibility of appropriate independent self-care facility.
Provision given to children with mobility/ learning difficulties with intimate care	SENCo/ DHT	Toilet aids. Intimate care plans in place and shared with children, parents and staff.	Staff training in how to carry out intimate care plans	In place & ongoing	Accessibility of independence and support when required.
Access into school and reception to be fully compliant	School Business Manager/HT/ BSM/SENCO/ DHT	Designated disabled parking. Easy access buzzers to allow doors to be opened. Clear route through school for disabled people, allowing access to all areas. Ramp into KS1 building. Evac chair.	Health and safety check that all areas accessible BSS/BSM are able to use the chair	In place and on going	Physical accessibility of school increased. Main entrances and buildings are fully accessible. Safety improved during an evacuation incident.
Improve signage to indicate access routes around school	School Business Manager/HT/ BSM/SENCO/ DHT	Signs indicate disabled parking bays, evac chair. Provide access plan of building to be displayed in reception area.	Cost of signs Access plan to be produced	Ongoing	People aware of wheelchair access to all parts of the school.
Provide specialist play equipment	SENCo/ School Business Manager/DHT	Enable pupils with physical needs to enjoy play which	Cost of equipment, eg. balls	Ongoing	Pupils with physical needs using play equipment.

		would usually be inaccessible to them.	Training for playleaders and teachers		
Provide footstools/ steps/step ladders for access to boards/ Resources stored in high places	SENCo/ School Business Manager/ BSM/BSS/DHT	Enable all stakeholders to reach resources/display boards and IWBs/boards.	Moving of resources to the appropriate classroom/ both key stage buildings	Ongoing	All stakeholders able to access resources.
Provision of PEEPs for children with mobility or learning difficulties	SENCo/HT/ School Business Manager/BSM/ BSS/DHT	PEEPs in place and shared with children, parents and staff.	Staff training in how to carry out the PEEPs	In place and ongoing	Safety improved during an evacuation incident.