

# Accessibility Plan 2026 to 2029

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## Rooted in Faith, Growing Together

Rooted in Christian principles, we are dedicated to inspiring and nurturing every member of our community to grow as resilient, empathetic, and courageous individuals. Through a commitment to aspiration, collaboration, and kindness, we foster a love of learning, a strong moral compass, and a deep spiritual awareness. Together, we empower our children to thrive academically and spiritually, becoming compassionate agents of change who positively impact the world around them.

‘The seed on good soil stands for those with a noble and good heart, who hear the word,  
retain it, and by persevering produce a crop.’

Luke 8:15

|              |                                                                          |
|--------------|--------------------------------------------------------------------------|
| Plan period  | September 2026 to August 2029                                            |
| Plan owner   | Headteacher and SENDCo                                                   |
| Approval     | Governing Body                                                           |
| Review cycle | Reviewed annually and updated sooner where needs or circumstances change |
| Publication  | School website; alternative formats available on request                 |

## **Purpose and commitment**

This plan sets out how St Michael's CE Primary School will improve access for disabled pupils over time. We are committed to anticipating barriers, making reasonable adjustments and enabling every pupil to participate as fully and independently as possible in learning and in the wider life of the school.

Our approach reflects our Christian vision and values. Accessibility is part of our everyday responsibility to know our children well, listen to pupils and families, and remove barriers without lowering ambition.

## **Statutory framework**

The plan is prepared under the Equality Act 2010, including the public sector equality duty and the accessibility planning duties in Schedule 10. It should be read alongside the school's SEND policy and information report, equality information and objectives, medical conditions policy, safeguarding policy, behaviour policy, curriculum policies and health and safety arrangements.

For the purposes of the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This may include pupils with physical, sensory, learning, communication, neurodevelopmental or mental health needs, and some pupils with long-term medical conditions.

The plan focuses on the three statutory areas:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment so disabled pupils can take better advantage of education, benefits, facilities and services.
- Improving the availability of accessible information for disabled pupils.

The duty to make reasonable adjustments is anticipatory. We will consider likely barriers for disabled pupils generally, as well as responding promptly to the identified needs of individuals. The school will not charge families for reasonable adjustments.

## **Our school context**

St Michael's is a one-form-entry Church of England Voluntary Aided primary school with a maintained Nursery and wraparound provision. Children take part in a broad curriculum, collective worship, educational visits, clubs, performances, Forest School and outdoor learning. Accessibility planning therefore applies to the whole school day and to all school-arranged activities, not only classroom lessons.

The school uses a graduated approach to support. Ordinarily available inclusive provision is embedded in classroom practice, with targeted and specialist provision added where required. Adjustments are based on need rather than diagnosis alone and are reviewed for effectiveness.

## **Existing provision**

- Ramp access, a disabled toilet and changing facilities.
- Interactive screens and visual teaching resources in classrooms.
- Dyslexia-friendly practice, coloured overlays and adapted paper or resources where helpful.
- Assistive technology and literacy assessment or intervention tools, including Clicker.
- Sensory spaces, sensory circuits, movement breaks and individual regulation strategies.
- Staff training related to medical needs, allergy response, trauma, neurodiversity and classroom adaptations.

- Individual healthcare plans, personal emergency evacuation plans where required, and risk-assessed support for visits and activities.
- Access arrangements based on statutory guidance and each pupil's established normal way of working.

### **Identifying barriers and agreeing adjustments**

Accessibility needs may be identified through admission and transition information, pupil and parent voice, staff observation, SEND review, healthcare planning, professional advice, site and sensory audits, safeguarding or attendance information, and review of participation and outcomes. The class teacher remains responsible for every pupil's learning. The SENDCo coordinates additional provision and specialist advice, while the Headteacher and governing body maintain strategic oversight.

Where an individual adjustment is required, the school will agree what will be provided, who is responsible, how staff will be informed, and when impact will be reviewed. Plans will be proportionate, respectful and shared on a need-to-know basis.

## Accessibility action plan

The actions below set the direction for 2026 to 2029. Progress will be reviewed at least annually, with actions adapted when pupil need, professional advice, resources or the school site change.

### Increasing access to the curriculum

| Objective                                             | Actions                                                                                                                                                                                                                                                                                                                                                    | Responsibility                             | Timescale                         | Success indicators and evidence                                                                                                                            |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Embed ordinarily available inclusive provision</b> | Publish and use a consistent OAIP framework across Nursery to Year 6. Include chunking, explicit modelling, visuals, pre-teaching, scaffolded recording, multisensory teaching, movement or sensory breaks, flexible grouping and appropriate assistive technology. Check implementation through planning, learning visits, work scrutiny and pupil voice. | SENDCo; SLT; class teachers                | Launch Autumn 2026; termly review | OAIP is evident across classes. Pupils can explain what helps them learn. Monitoring shows improved participation, independence and access.                |
| <b>Strengthen the graduated approach</b>              | Map universal, targeted and specialist provision, including interventions. Record entry information, intended outcomes, frequency and review dates. Stop, adapt or extend support in response to evidence rather than continuing automatically.                                                                                                            | SENDCo; intervention leads; class teachers | By Spring 2027; reviewed termly   | Provision maps are current. Intervention records show starting points, progress and next steps. Support transfers into classroom learning.                 |
| <b>Develop neurodiversity affirming practice</b>      | Provide planned CPD on autism, ADHD, dyslexia, communication, anxiety and sensory processing. Use staff confidence checks to identify further training. Seek advice from relevant services when school-based adjustments do not sufficiently remove barriers.                                                                                              | Headteacher; SENDCo; pastoral lead         | Annual programme 2026 to 2029     | Staff confidence improves. Reasonable adjustments are applied consistently. Fewer pupils lose learning time because of dysregulation or unmet need.        |
| <b>Improve access to assessment</b>                   | Identify access needs early and maintain evidence of each pupil's normal way of working. Apply for statutory assessment arrangements within deadlines and provide permitted arrangements in classroom and internal assessment practice.                                                                                                                    | Headteacher; SENDCo; assessment lead       | Termly; statutory deadlines       | Eligible pupils receive appropriate arrangements without avoidable stress. Records demonstrate normal way of working and compliance with current guidance. |

| Objective                                       | Actions                                                                                                                                                                                                                                                                   | Responsibility                                        | Timescale                        | Success indicators and evidence                                                                                                                             |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ensure full participation beyond lessons</b> | Plan reasonable adjustments for worship, clubs, Wrap Club, performances, PE, swimming, Forest School, educational visits and residential experiences. Use individual risk assessment only where necessary and avoid excluding pupils because planning has begun too late. | Visit or activity leader; SLT; SENDCo; Wrap Club lead | For every activity; annual audit | Participation data and pupil voice show that disabled pupils can access the wider life of school. Barriers and adjustments are recorded in advance.         |
| <b>Improve transition and pupil voice</b>       | Gather accessibility information before entry and at every transition. Include pupil and parent views and provide enhanced visits, photographs, visual information, staff liaison or phased familiarisation where appropriate.                                            | Class teachers; SENDCo; EYFS and Year 6 leads         | Each transition point            | Transition plans are in place for identified pupils. Families report that key information is shared and pupils show reduced anxiety and improved readiness. |

#### Improving the physical environment

| Objective                                     | Actions                                                                                                                                                                                                                                                                                       | Responsibility                                    | Timescale               | Success indicators and evidence                                                                                                    |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Complete an annual accessibility audit</b> | Audit entrances, internal routes, classrooms, hall, toilets, playground, field, outdoor learning, lighting, acoustics, signage, thresholds and emergency routes. Include pupil, parent and staff views where relevant. Prioritise actions by risk, impact, feasibility and available funding. | Headteacher; premises lead; SENDCo; link governor | Autumn term annually    | Audit and prioritised record are presented to governors. Identified hazards or barriers have owners and review dates.              |
| <b>Maintain adaptable learning spaces</b>     | Review furniture layout and specialist equipment in response to cohort and individual need. Provide suitable seating, adjustable or alternative workstations, writing slopes, foot support, standing options and clear circulation routes where recommended.                                  | Class teachers; SENDCo; premises lead             | Termly and on admission | Pupils move safely, access equipment and work with increased comfort and independence. Adjustments are reviewed when needs change. |

| Objective                                                 | Actions                                                                                                                                                                                                                                                                  | Responsibility                                              | Timescale                            | Success indicators and evidence                                                                                                                         |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Develop accessible sensory environments</b>            | Use the sensory audit and observation to manage noise, visual load, lighting, transition points and access to calm or regulation spaces. Ensure sensory provision has a clear purpose and does not unnecessarily remove pupils from learning.                            | SENDCo; pastoral lead; class teachers                       | Audit by Spring 2027; annual review  | Pupil and staff feedback shows improved regulation and readiness to learn. Use of spaces is purposeful and impact is recorded.                          |
| <b>Make outdoor science and pond provision accessible</b> | Build accessibility into the pond redevelopment: consider safe level or ramped access, non-slip and contrasting-edged decking, secure gates, accessible-height workstations, seating, shelter, storage and clear supervised routes. Complete risk assessment before use. | Headteacher; premises lead; science and Forest School leads | During design and before opening     | The completed area can be used safely by pupils with differing mobility, sensory and learning needs. Risk assessment and pupil feedback confirm access. |
| <b>Review emergency evacuation access</b>                 | Maintain individual PEEPs where required. Check that routes, refuge or assistance arrangements, communication, visitor procedures and evacuation equipment match current users of the site. Practise and review arrangements sensitively.                                | Headteacher; office; premises lead; class teachers          | On admission or change; termly check | Current PEEPs are accessible to relevant staff. Drills identify no unaddressed barriers and required equipment is available and maintained.             |

#### Improving access to information

| Objective                                        | Actions                                                                                                                                                                                                                                                                                    | Responsibility                      | Timescale                 | Success indicators and evidence                                                                                                               |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Provide information in accessible formats</b> | Ask pupils and families about communication needs and preferences. Provide large print, simplified language, symbol-supported, audio, translated or digital versions where reasonably required. Use accessible fonts, spacing, headings, contrast and plain language in routine documents. | Office; class teachers; SENDCo; SLT | From Autumn 2026; ongoing | Communication preferences are recorded and acted upon. Requested formats are supplied within an agreed reasonable timescale.                  |
| <b>Improve classroom communication</b>           | Use visual timetables, now-and-next support, key vocabulary, models, captions, subtitles, signing or communication systems as required. Check understanding rather than relying on verbal recall or written instructions alone.                                                            | Class teachers; support staff       | Daily; reviewed termly    | Pupils access instructions, routines and curriculum content with greater independence. Observations show consistent use of agreed approaches. |

| Objective                                                | Actions                                                                                                                                                                                                                                                     | Responsibility                      | Timescale                          | Success indicators and evidence                                                                                                         |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Make digital information accessible</b>               | Review school-produced website pages, documents and learning resources for clear structure, readable contrast, meaningful links and accessible alternatives to images or scanned text. Select accessible digital platforms and resources where practicable. | SLT; office; curriculum leads       | Annual review; new content ongoing | Key statutory and family information is accessible. Identified digital barriers are logged and corrected or an alternative is provided. |
| <b>Support communication at meetings and events</b>      | Offer reasonable communication adjustments for parents, carers and pupils at reviews, parents' evenings, workshops and school events. Share important information in advance when this supports understanding and participation.                            | SLT; SENDCo; office; class teachers | As required                        | Families can participate in meetings and decisions. Feedback or complaints do not identify unaddressed communication barriers.          |
| <b>Develop staff awareness of accessible information</b> | Brief staff on where communication preferences and pupil plans are recorded, how to request alternative formats, and how to protect confidentiality. Include relevant information in induction for new and supply staff.                                    | Headteacher; SENDCo; office         | Annual induction and updates       | Staff know how to identify and respond to communication needs. Adjustments remain consistent during staffing changes.                   |

### Implementation resources and review

The governing body is responsible for ensuring that the plan is implemented and resourced appropriately. Some actions will be met through normal school budgets and staff development. Larger site improvements will be prioritised through premises planning, risk assessment and available capital or grant funding. A funding constraint will not prevent the school from considering safe interim adjustments.

The Headteacher and SENDCo will coordinate review of the plan. Evidence may include accessibility audits, provision maps, participation and attendance information, incident or exclusion analysis, learning reviews, intervention outcomes, staff confidence, and pupil and parent voice. Governors will receive an annual progress update and will consider accessibility when approving relevant policies, budgets and premises priorities.

## Roles and responsibilities

| Role                           | Key responsibility                                                                                                                |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Governing body                 | Approve the plan; monitor progress; consider resources; ensure accessibility informs strategic decisions.                         |
| Headteacher                    | Lead implementation; allocate responsibility; ensure reasonable adjustments are considered promptly; report to governors.         |
| SENDCo                         | Coordinate identification, provision and review; advise staff; liaise with families and professionals; monitor curriculum access. |
| Class teachers                 | Plan inclusive teaching; implement agreed adjustments; assess impact; listen to pupils and families; raise barriers promptly.     |
| Premises and office staff      | Maintain accessible routes and records; support communication needs, healthcare arrangements and site audits.                     |
| All staff and activity leaders | Apply agreed adjustments throughout the school day and raise any emerging accessibility concern.                                  |

# Feedback complaints and alternative formats

Pupils, parents, carers, staff and visitors are encouraged to tell the school about an accessibility barrier as soon as possible. Concerns should normally be raised with the class teacher, SENDCo or school office and may be escalated to the Headteacher. Formal complaints will be considered under the school's complaints procedure.

This plan and other school information can be provided in an alternative format where reasonably required. Please contact the school office to discuss the adjustment needed.

# Approval and review record

| Milestone                  | Date        |
|----------------------------|-------------|
| Approved by Governing Body | Autumn 2026 |
| First annual review        | Summer 2027 |
| Second annual review       | Summer 2028 |
| Full renewal due           | Summer 2029 |

# Annual monitoring record

| Review date | Evidence considered | Progress and impact | Next steps |
|-------------|---------------------|---------------------|------------|
| Summer 2027 |                     |                     |            |
| Summer 2028 |                     |                     |            |
| Summer 2029 |                     |                     |            |