



Castlechurch Primary School

Accessibility Plan 2026-2029



Intent of Our Accessibility Plan

The intent of our Accessibility Plan is to set out a clear, strategic approach to ensuring that all pupils—particularly those with disabilities or additional needs—can participate fully in every aspect of school life. In accordance with the Equality Act 2010 and DfE guidance, the plan aims to remove barriers that may prevent disabled pupils from accessing education and wider school opportunities.

We are committed to ensuring that the **school environment, curriculum, and communication systems** evolve in response to the diverse needs of our pupils. Needs which will be identified early and tackled robustly to ensure we achieve our aims of creating an environment in which ALL children can achieve, belong and thrive. This includes improving access to the curriculum, developing the physical environment of the school, and ensuring the availability of accessible information as required under Schedule 10 of the Equality Act 2010.

Our intent is shaped by three core principles:

1. Inclusion and Equity

We intend to create a school culture where every pupil—regardless of disability, special educational need, or health condition—is valued, supported, and able to thrive. We aim to advance equality of opportunity and eliminate discrimination, in line with the Public Sector Equality Duty (PSED).

2. Anticipatory, Not Reactive, Planning

We will take an anticipatory approach to identifying and removing barriers. This includes proactive environmental audits, curriculum review, staff training, and continuous reflection on accessibility needs. We will ensure all SLT members have the skills to monitor, case sample and address any areas where children in our schools may require reasonable adjustments and additional intervention and where possible plan in advance.

3. Co-production with Stakeholders

We intend to involve pupils, families, staff, governors and specialists in shaping our accessibility priorities. This collaborative approach will also reflect our desire to emphasise multi-agency partnership and stakeholder engagement in identifying and addressing any areas of need or inequality.

To fulfil this intent, our plan sets out clear, measurable actions designed to:

- Increase pupils' participation in the curriculum through inclusive teaching practices, staff training, and reasonable adjustments.
- Improve the physical environment so pupils with disabilities can access all areas of the school safely and confidently, consistent with requirements in template accessibility plans and physical environment guidance.
- Ensure that written and digital information is provided in accessible formats for pupils and families who need it, in line with expectations to improve the availability of accessible information.
- Embed a whole-school responsibility for accessibility, where leaders, teachers, support staff and governors contribute to monitoring progress and ensuring compliance with legislation and best practice standards.

The formulation of the following plan is written with consideration of the following legislative Framework

- Equality Act 2010 (Schedule 10)
- DfE Guidance: Equality Act 2010 and Schools
- SEND Code of Practice (2015)
- Public Sector Equality Duty

Monitoring & Review

The Accessibility Plan will be reviewed every three years, with annual monitoring by the Local Advisory Board via the Inclusion Link . Progress will be reported via the Summer 1 Local Advisory Board Meeting report to all LAB members and also to the CFLP Link Champion in the same term who will ensure Directors can evaluate the schools compliance with the above Legislative Framework.

Castlechurch Primary SCHOOL ACCESSIBILITY PLAN

Increasing the extent to which pupils with additional needs can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by pupils with additional needs in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Monitoring</u>
Increase access to therapeutic interventions (e.g., Lego therapy, WAVEs, nurture-based provision) and track impact through case studies.	<p>School will have a secure understanding of the selected SEMH intervention selected.</p> <p>School will have resourced fully to engage with the programme.</p> <p>Interventions will be running consistently.</p> <p>Observations show that the interventions ran are of high-quality.</p> <p>SDQ scores increase from the start of the intervention to the end for +90% of children accessing.</p> <p>Behaviour logs and records will show sustained improvement for key children (case study).</p>	MW	July 2027	
Expand staff expertise in complex SEND profiles (e.g., PDA, sensory processing differences, trauma-informed practice) through targeted CPD and coaching.	Staff meetings will provide CPD from AIT and EP services to aid increased knowledge around specific SEND profiles.	MW	Dec 26	

	<p>SENDco clinics will offer opportunities for staff to discuss and plan for SEND profiles in their class.</p> <p>PLP target cycles will reflect progress made by each child demonstrating their engagement within the curriculum.</p> <p>100% of teaching staff report increased confidence to support accessibility for complex SEND profiles via PLP meetings and partnership of leaders and external agencies.</p>			
<p>Expand the use of sensory-smart adjustments (quiet spaces, movement breaks, visual timetables, reduced-stimulus areas) within the curriculum</p>	<p>Facilitation in lessons demonstrates that staff have considered the needs of SEND pupils who need sensory-smart adjustments to increase access to the curriculum. Lesson observations demonstrate that identified pupils use agreed sensory-smart adjustments in lessons to increase engagement and access to their learning. Behaviour logs and Triple A strategy targets indicate that children with SEMH needs use agreed sensory smart adjustments to self-regulate independently.</p>	JR/JCr/ LAP	Oct 26	

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with additional learning needs. Improved

access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
Install high-visibility step tape on internal and external steps to support pupils with visual processing difficulties, motor coordination challenges and sensory needs.	<p>All steps and areas of trip risks are clearly highlighted with tape.</p> <p>Tape is monitored and ensured it remains clearly visible.</p> <p>Reduced trips on steps.</p>	LAP/SP	Dec 26	
Create or designate safe, clearly marked disabled parking spaces for pupils and families with mobility needs, ensuring safe access to the school entrance.	<p>Risk assessments to be completed on the carpark.</p> <p>Clear safety routines for entry and exit are in place and communicated.</p> <p>Agreements in place for parents who require access.</p> <p>Clear spaces are marked and left available consistently for required access.</p>	LAP/SP	Oct 26	
To ensure that pupils with SEND and disadvantaged pupils can record their learning effectively through a combination of strengthened transcriptional skills, targeted intervention and high-quality adjustments that remove barriers to written recording.	<p>SENDco and Literacy Lead have a secure understanding on how development of transcriptional skills is adapted in school for a range of SEND profiles.</p> <p>All children have access to adjustments and scaffolds required to be successful</p>	MW/MH	May 27	

	<p>within their writing level/ development point.</p> <p>90% of observed lessons show pupils independently using their agreed adjustments.</p> <p>Interventions are consistent and live marking in classrooms supports next steps.</p> <p>Parents are clear on development of fundamental skills and have the knowledge and resources to support their child at home.</p> <p>PLP targets and books reflect progress made.</p> <p>Book looks demonstrate improved independence in written recording over the term, evidenced through reduced scaffolding or increased output.</p>			
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Improving the availability of accessible information to pupils with additional needs

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels) . This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils’ additional needs and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with any additional needs.

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
Develop a Whole-School Accessible Communication Framework	<p>100% of teaching have active Widgit log-ins and can demonstrate use of the agreed PECs symbols during learning walks or monitoring.</p> <p>Agreed PECs symbols are displayed in 100% of key areas (entrances, hallways, dining hall, toilets, playground, SEND spaces).</p> <p>All pupils receive at least one Learning for Life assembly per half term focused on communication, inclusion or PECs awareness.</p> <p>Pupil voice indicates that majority of pupils can explain why some children use PECs or visual supports.</p> <p>Observations of pre-verbal children show increased confidence to refer to PECs symbols when required.</p>	MW	July 27	
Strengthen Emotional Communication Supports for Pupils with SEMH and Complex Needs	<p>Observations show pupils using at least one identified strategy (e.g., zones check-ins, visuals, scripts, regulation tools)</p> <p>100% of staff working with identified pupils receive training on emotional communication strategies.</p> <p>Staff demonstrate consistent use of agreed approaches (e.g., co-regulation language, de-escalation scripts, visual supports).</p>	MW	July 27	

	<p>Tools are visible, accessible and used daily across classrooms and shared spaces.</p> <p>Parent and pupil voice indicate greater understanding of emotional strategies</p> <p>Behaviour logs show a decrease in incidents where emotional communication was a trigger.</p> <p>Learning walks show consistent use of emotional communication supports across settings.</p> <p>Pupil voice reflects greater confidence in expressing feelings.</p> <p>Termly data shows positive trends in wellbeing indicators for identified pupils.</p>			
<p>Improve Accessibility of Information for Families</p>	<p>Newsletters are available for collection from the main office to aid those families who do not have access to the internet.</p> <p>Attendance at parent events (workshops, meetings, celebrations) increases across all demographic groups, including those previously under-represented.</p> <p>Events offer flexible access options (e.g., daytime/evening sessions, online alternatives).At least 95% of families report that school communication is clear, timely</p>	<p>SS/SL/LAP</p>	<p>Dec 26</p>	

	<p>and easy to understand (via survey or feedback).</p> <p>Families with additional needs (EAL, SEND, low literacy) receive adapted communication and confirm they can access it.</p> <p>Families report increased confidence in supporting learning at home.</p> <p>SEND families confirm they understand provision, targets and support plans.</p>			
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