

Wincheap Foundation Primary School



Accessibility Plan

2026 - 2028

“A person is considered to have a disability 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.”

Equality Act 2010 (Section 6)

Wincheap Foundation Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We have high expectations for all pupils and a commitment to pupils’ full participation in school activities and events. In planning and teaching, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils’ diverse needs and aim to overcome potential barriers to learning and achievement for all pupils.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in the Equality Act 2010. It should be read in conjunction with the Equality and Diversity Policy, SEN and Disability Policy /Information Report, SEND Code of Practice Sept 2014 (and relevant updates), Medical and Personal Care Policies, Equality Act 2010. The Accessibility Plan outlines the universal provision and inclusive practices at Wincheap Foundation Primary School that benefit all pupils. Individual Support Plans (Personalised Plans) detail any additional targeted or specialist support and reasonable adjustments for individual pupils, and should be read alongside this plan.

School Governors are accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan over a prescribed time. The Accessibility Plan is publicly available on the school website.

Approved by the Board of Governors 12th May 2026

WHAT THIS MEANS IN PRACTICE:

For Pupils:

- Every child, regardless of background or barrier to learning, receives high-quality inclusive education
- All pupils feel valued, supported and that they belong
- Vulnerable groups make strong progress and gaps narrow

For Staff:

- All staff are equipped with the knowledge and skills to deliver inclusive education
- Staff feel supported, valued and have manageable workload
- Leaders at all levels drive improvement with clear accountability

For Governors:

- Governors provide effective strategic oversight and challenge
- Smooth governance transition maintains strategic direction
- Resources used effectively to maximize impact on pupil outcomes

For Parents:

- Parents are partners in their children's education
- Parents feel well-informed and involved
- Strong home-school partnerships support pupil progress

For the Community:

- The school community works together to ensure every child thrives
- Collaboration with Community of Schools and external agencies strengthens support
- The school is at the heart of the community

Schedule 10 of the Equality Act 2010 identifies disability as one of nine protected characteristics and requires us as a school to increase access for disabled people in three ways:

1. **Increase access to the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as other pupils; this covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs or school visits.

Current Practice established via previous accessibility plans	Impact
<p>Identify areas where disabled pupils are underrepresented or underachieving</p>	<p>As part of our commitment to inclusion, we have established a culture in which staff understand the range of barriers that pupils may face to their learning and/or well-being, including those specific to our community and the school's context, and we quickly and accurately identify pupils facing these barriers. Through our rolling objective of identifying areas where disabled pupils are underrepresented or underachieving, monitoring three times per year via Pupil Progress Meetings, we systematically track and address any gaps in achievement or participation.</p> <p>We use the 'graduated approach' (a continuous cycle of 'assess, plan, do and review') which helps to ensure that pupils receive an appropriate level of support to meet their needs. We monitor the progress of pupils with SEND, and review adaptations and support systematically, making any necessary changes to improve their learning and/or well-being. This enables us to identify emerging patterns where disabled pupils may be underrepresented in certain areas of school life or underachieving academically, and to take swift, evidence-based action.</p> <p>The impact of this approach includes:</p> <ul style="list-style-type: none"> • Early identification and intervention: By reviewing data three times per year, we can spot trends early and implement targeted support before gaps widen

Ensure that lessons meet the needs of all learners through regular monitoring

- **Tailored support:** Our systematic monitoring enables us to adapt teaching, resources and the school environment to reduce barriers to learning
- **Improved outcomes:** Regular review cycles ensure that interventions are working effectively and can be adjusted as needed to secure better progress for disabled pupils
- **Accountability:** Pupil Progress Meetings create clear accountability for ensuring all pupils, including those with disabilities, achieve their full potential

We make sure pupils receive effective support, consult with external specialists and implement advice as necessary, ensuring that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice. This rolling objective ensures that our commitment to accessibility is not just a statement of intent, but an active, ongoing process that drives continuous improvement in outcomes and experiences for our disabled pupils.

High-quality teaching for all improves disabled pupils' access to the curriculum. We set high expectations for all pupils and quickly identify any areas of difficulty that pupils may have, removing barriers to allow pupils to achieve those expectations through accessible resources, differentiation and reasonable adjustments. Through our comprehensive monitoring approach, including lesson observations, work scrutiny, pupil progress meetings, and analysis of assessment data, we ensure that our curriculum is consistently accessible to all learners. Our monitoring demonstrates that high-quality inclusive teaching benefits all pupils, particularly those who find learning hardest, and reduces the need for individual adaptations. Regular scrutiny of pupils' work evidences that adaptations are well-targeted and effective in reducing barriers, with a clear focus on pupils' long-term success. Our monitoring cycle allows us to identify any gaps in knowledge or skills quickly and tackle them effectively, ensuring all pupils know more, remember more and can do more.

Ensure appropriate professional development for staff on inclusive classroom practice and on specific disability/medical issues as needed.

Our comprehensive professional development programme ensures that all staff develop expert knowledge of the curriculum and subjects they teach, with particular focus on supporting pupils with diverse needs including dyslexia, executive functioning difficulties, sensory needs, autism, and hearing impairment. This targeted training has resulted in measurable improvements in our inclusive practice across all curriculum areas.

Staff now demonstrate a strong, shared understanding of our curriculum and evidence-informed approaches to teaching and assessment. They effectively identify and remove barriers to achievement through curriculum design, formative assessment and adaptive teaching strategies that meet individual pupils' needs.

Our investment in specialist training has enabled staff to:

- **Accurately identify needs early:** Staff prioritise early and accurate assessment of pupils' needs, implementing a continuous cycle of planning, actions and review to reduce barriers to learning and well-being
- **Adapt teaching effectively:** Additional adults are deployed strategically to enable pupils to access high-quality teaching whilst developing independence over time.
- **Apply positive behaviour support:** Training in de-escalation and positive handling has created a calm, supportive environment where pupils can thrive, with staff consistently applying clear expectations whilst understanding individual needs.
- **Deliver inclusive curriculum access:** Teachers present information clearly, check pupils' understanding systematically, identify misunderstandings and adapt teaching to correct these, ensuring all pupils can access learning across all subjects

The impact is evident in how staff use the graduated approach ('assess, plan, do and review'), ensuring pupils receive appropriate support whilst maintaining high expectations for all learners. This professional development has been fundamental

Integration of disabled pupils into their year group, with learning and playtimes made appropriately accessible.

to creating an inclusive culture where barriers to learning are systematically reduced and pupils achieve their potential.

Our approach to integration reflects the principles of nurture provision, meeting pupils at their individual emotional and social stages whilst creating a secure environment at school. This proactive, preventative approach seeks to remove social and emotional barriers to learning so that all pupils can reach their academic potential.

Through integration of all pupils into mainstream classes as far as possible, we have helped pupils feel more confident and supported their progress towards mainstream provision. The expectation that children within the SRP will have a linked mainstream class and will integrate where possible, with this increasing as their skills and communication ability grow, has enabled us to integrate pupils with complex needs into the mainstream setting as soon as they are ready, whilst ensuring no pupil misses out on a full, well-rounded education.

Making school trips, after-school clubs and visiting workshops accessible to all pupils ensures that all pupils have equal access to and participate in interesting and relevant extra-curricular activities, and demonstrates our commitment to making reasonable adjustments for pupils with disabilities so that they are not disadvantaged. This inclusive approach has helped pupils feel more confident, and has enabled us to work closely with parents and carers, making them true partners in their child's schooling.

Through these practices, pupils feel welcome, valued and respected and that they belong within the school community. All pupils, especially those with SEND, benefit from high-quality personal development opportunities and have equal access to participate in interesting and relevant extra-curricular activities. By teaching SEMH skills alongside academic content, we have helped vulnerable pupils build healthy relationships with adults and peers, making the whole school inclusive and ensuring every pupil has the chance to do well.

Communication approaches

Our school is committed to ensuring that all pupils can access learning and participate fully in school life. We recognise that some pupils require alternative or augmentative communication approaches to support their understanding and expression. We ensure that high-quality teaching is differentiated and personalised as a starting point to ensure accessibility, and we are mindful that some pupils with SEND may be more vulnerable and require tailored content and teaching to meet their specific needs at different developmental stages. To support this, we use a range of communication tools and approaches including Clicker, Makaton signing, Widget (or similar visual symbol systems), British Sign Language (BSL), and specialist resources for pupils with hearing impairments. These approaches are embedded across the curriculum and school environment to ensure that pupils who use alternative communication methods can engage with learning, express their needs, and develop relationships with peers and staff. Staff receive regular training in these communication approaches to ensure consistent and effective support. By providing these tools and adapting our teaching methods, we aim to remove barriers to learning and ensure that every pupil, regardless of their communication needs, can achieve their full potential and feel valued as part of our school community.

Attendance approaches

We recognise the vital role that targeted support plays in removing barriers to learning and promoting positive attendance. Our EBSA provision and breakfast club have been instrumental in supporting pupils who experience anxiety and social and emotional difficulties. The breakfast club provides a calm, nurturing start to the school day, helping to ease the transition into school and reduce morning anxiety for vulnerable pupils. This supportive environment has supported improved attendance rates and increased pupil confidence. Our EBSA provision offers tailored interventions for pupils experiencing emotionally based school avoidance, working closely with families to identify triggers and implement personalised strategies. Through these targeted approaches, we have seen measurable improvements in attendance patterns, reduced anxiety levels, and enhanced social and emotional wellbeing. Pupils report feeling more confident and supported, and families have noted positive changes in their children's

Curriculum offering

attitudes towards school. These provisions form part of our whole-school commitment to ensuring that all pupils, regardless of their individual needs, can access education in an environment where they feel safe, valued, and able to thrive.

We are committed to ensuring our curriculum is accessible, engaging and responsive to the needs of all our pupils. We have undertaken significant work to adapt and develop our curriculum offer to remove barriers to learning and promote positive outcomes for every child.

We set high expectations for all pupils and work to identify quickly any areas of difficulty, removing barriers through accessible resources, differentiation and reasonable adjustments. Our curriculum adaptations include:

Nurture Provision: We have an established dedicated nurture provision to support pupils who require additional social and emotional support. This provision creates a safe, structured environment where pupils can develop the skills and confidence needed to access the wider curriculum effectively.

EYFS 'Being School Ready' Curriculum: Recognising that children enter our school at different developmental stages, we have developed our 'Being School Ready' curriculum in the Early Years Foundation Stage. This tailored approach ensures all children, regardless of their starting points, develop the essential skills, routines and attitudes needed to thrive in their learning journey.

Interest-Led and Accessible Curriculum Design: We have rewritten our curriculum to make learning more appealing and accessible to our pupils. By incorporating children's interests and ensuring content is presented in engaging, accessible ways, we create a curriculum that motivates pupils and fosters a genuine enthusiasm for learning. This approach directly supports attendance and helps pupils develop a keenness to come to school.

These adaptations reflect our commitment to providing all pupils with the same opportunities to achieve ambitious targets, whilst ensuring our curriculum is personalised to meet the diverse needs of our school community. Through these initiatives, we continue to develop a curriculum that is truly inclusive and enables pupils to reach their full potential.

2. **Improve the environment of the school** to increase the extent to which disabled pupils can access education and enjoy school life

Current Practice established via previous accessibility plans	Impact
Adaptations to physical environment	<p>We have made comprehensive adaptations to our physical environment to ensure accessibility for pupils, staff, and visitors with disabilities. These adaptations are part of our specific duties to increase the extent to which disabled pupils can participate in the curriculum.</p> <p>Our facilities include disabled toilets equipped with handrails and a shower area to support pupils with physical and personal care needs. Each building features at least one ramped entrance with automatic doors, providing wheelchair and restricted mobility access throughout the school. The SRP (Specialist Resourced Provision) has been specifically adapted with automatic doors for wheelchair access, and we have converted the mid-corridor step in Key Stage 1 to a ramp, ensuring seamless movement across all areas of the school. To support pupils with visual impairments, we have installed clear signage and marking on predominantly glass doors, and the edges of steps are clearly delineated to prevent trips and falls. We have also made environmental adaptations to support pupils with hearing impairments. Additionally, we provide a designated disabled parking space for convenient access to the school site.</p> <p>These adaptations reflect our commitment to creating an inclusive environment where all members of our school community can access our facilities safely and independently, supporting our wider approach to inclusion and equality.</p>
Improvements to the sensory environment	<p>We recognise that some children experience sensory processing difficulties that can impact their ability to access learning. We have made targeted adaptations to our classroom environments to create more inclusive spaces for these pupils. These adaptations include reducing visual clutter through carefully organised displays, providing quiet areas or sensory zones where children can regulate their sensory</p>

	<p>input. We have also introduced sensory tools such as fidget resources and ear defenders, as well as resources to support comfortable sitting. These environmental changes have had a significant positive impact: pupils with sensory needs are now better able to remain in the classroom for longer periods, demonstrate improved focus during learning activities, and participate more fully in lessons alongside their peers. By creating calmer, more predictable sensory environments, we have reduced anxiety and sensory overload, enabling these pupils to access the curriculum more effectively and make better progress in their learning.</p>
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3. **Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.** Examples might include handouts, timetables, textbooks and information about the school and school events.

Current Practice established via previous accessibility plans	Impact
<p>Use of technology to remove barriers: Widget Clicker Laptops - keyboard and speech to text iPad - keyboard and speech to text Sound Buttons Magnetic letters Letter cards Mind maps Story boards</p>	<p>Our school employs a range of technological tools and resources tailored to individual pupil needs. Widget software supports pupils who benefit from visual symbols alongside text, enhancing comprehension and independence. Clicker provides a word processing environment that scaffolds writing through word banks, predictive text and multimedia support. Both laptops and iPads are equipped with physical keyboards and speech-to-text functionality, enabling pupils with motor difficulties or those who struggle with handwriting to record their ideas effectively. Sound buttons allow pupils to access pre-recorded instructions, vocabulary or stories independently, supporting both literacy development and classroom routines.</p> <p>We complement these digital tools with practical resources including magnetic letters and letter cards for hands-on phonics work and spelling practice, which particularly benefit kinaesthetic learners. Mind maps and storyboards help pupils organise their thoughts visually, supporting planning in writing and developing understanding of narrative structure across the curriculum.</p> <p>We ensure that our teaching is sensitive, age-appropriate, and developmentally appropriate, with content and teaching tailored to meet the specific needs of</p>

<p>Communication to remove barriers: SLT- visible presence at the gates in the mornings. Class teachers available at the end of the day at the gates/doors Use of multiple communication channels - emails, phone calls, newsletters, face to face meetings, social media</p> <p>EAL Accessibility: Computer packages, visuals , celebrations of cultures and languages; EAL lead to support EAL families</p>	<p>pupils at different developmental stages. Through the strategic deployment of these technologies and resources, we empower learners to participate fully in school life, develop independence, and achieve their potential.</p> <p>To foster positive relationships, we proactively share good news throughout the year, ensuring that parents experience regular positive interactions with the school. Our Senior Leadership Team maintains a visible presence at the school gates each morning, providing an approachable point of contact for parents and carers to raise questions or concerns informally. Similarly, class teachers are available at the end of the school day at gates and classroom doors, offering families immediate access to their child's teacher for quick updates or to arrange more detailed conversations when needed.</p> <p>We utilise multiple communication channels to ensure all families can engage with us in ways that suit their individual circumstances and preferences. These channels include emails for written correspondence, phone calls for more personal or detailed discussions, regular newsletters to keep families informed of school events and updates, face-to-face meetings for in-depth conversations, and social media platforms for timely information sharing. Where possible, we prioritise phone calls or face to face conversations over emails as they feel more personal and reduce the opportunity for misunderstanding.</p> <p>This multi-faceted approach to communication ensures that all families, regardless of their circumstances or communication preferences, can access the information and support they need to fully participate in their child's education and school life.</p> <p>We are committed to ensuring that families with English as an Additional Language (EAL) can fully engage with their children's learning and feel welcomed as part of our school community.</p>
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We use Flash Academy to assess pupils' language skills and create personalised EAL programmes. These programmes can be accessed at home on electronic devices, enabling families to support their children's language development in a way that fits around their daily routines. This home-school link helps parents understand what their children are learning and provides practical ways to reinforce language skills together.

Throughout our classrooms, we use picture symbols alongside important signs and visual timetables showing daily routines. These visual supports help children understand expectations and navigate their school day independently, whilst also making the school environment more accessible for family members who may be developing their English language skills.

We celebrate the rich diversity of languages and cultures within our school community through our annual 'Our World at Wincheap Day'. This event values and showcases the different backgrounds of our families, helping all children develop respect and understanding for different cultures whilst making EAL families feel their heritage is recognised and celebrated.

Our dedicated EAL co-ordinator takes responsibility for building strong, trusting relationships with families who use EAL. This includes regular communication, providing information in accessible formats where needed, and ensuring families feel confident to approach the school with any questions or concerns. This personalised support helps remove barriers to engagement and ensures all families can participate fully in their children's education.

In addition to the above and in accordance to the Schedule 10 of the Equality Act 2010 which identifies disability as one of nine protected characteristics and requires us as a school to increase access for disabled people in three ways (as above), Wincheap School also acknowledges pupils' social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Other areas of current practice at Wincheap School:

Current Practice established via previous accessibility plans	Strategy, Intervention and Impact	Next Steps
<p>Whole-school approaches to support social and emotional development through curriculum delivery</p>	<ul style="list-style-type: none"> • Established consistent classroom routines provide security and predictability • Use of zones of regulation support pupils in self-regulation • Use of restorative approaches when conflicts arise, help pupils understand impact and repair relationships • Zones of regulation help pupils identify and manage emotions 	<ul style="list-style-type: none"> • Develop class charters collaboratively with pupils, focusing on respect, kindness, and inclusion • Create 'safe spaces' in classrooms where pupils can go when feeling overwhelmed • Teach breathing techniques and mindfulness practices across the school • Include movement breaks and physical activity to support emotional regulation
<p>Supporting pupils during religious festivals</p>	<ul style="list-style-type: none"> • Authorised absence given to families observing religious festivals 	<ul style="list-style-type: none"> • Anticipate when pupils and families may be observing important religious events • Plan curriculum activities and assemblies that acknowledge these occasions

	<ul style="list-style-type: none">• Staff show awareness that some pupils may be fasting during certain religious festivals• Adjustments to PE timing or intensity• Understanding if pupils appear tired or less focused <p>Christmas and Other Celebrations</p> <ul style="list-style-type: none">• Parents communicate if they prefer their child not to participate in certain activities• Alternative activities provided for Christmas craft• Celebration of multiple religious and cultural festivals throughout the year• RE curriculum covers a range of faiths	<ul style="list-style-type: none">• Avoid scheduling important school events (like parents' evenings or trips) on significant religious dates• A quiet space at lunchtime• Ensure school meals can accommodate dietary requirements during religious periods <ul style="list-style-type: none">• Talk to pupils and families from different faith backgrounds about what would help them feel included and respected• Make sure all parents know they can approach school staff to discuss their child's religious needs, and that the school will work with them to find appropriate solutions
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Priority 1: Increase Access to the Curriculum
Actions Required

Action	Steps	Success Criteria	Timeline	Lead
<p>Strengthen early identification systems for disabled pupils</p>	<ol style="list-style-type: none"> 1. Create comprehensive 'Class at a Glance' documents including all disabled pupils 2. Half-termly SENCo reviews of all disabled pupils' curriculum access 3. Ensure all staff understand barriers faced by disabled pupils 	<ul style="list-style-type: none"> • 95% of disabled pupils identified within first half term • 100% of Class at a Glance documents include accessibility information 	<p>Sept 2025: Create systems Half-termly: Reviews Ongoing: Updates</p>	<p>SENCo & Key Stage Leads</p>
<p>Enhance communication approaches for disabled pupils</p>	<ol style="list-style-type: none"> 1. Audit current use of Clicker, Makaton, Widget, BSL 2. Identify pupils requiring alternative communication 3. Provide refresher training for staff on communication tools 4. Ensure communication tools embedded across curriculum 	<ul style="list-style-type: none"> • 100% of pupils requiring alternative communication have appropriate tools in place • Staff demonstrate confident use of communication approaches • Pupil voice shows improved ability to express needs 	<p>June 2026: Audit & identify needs Nov 2026: Staff training Ongoing: Monitoring</p>	<p>SENCo & SEND team</p>

Action	Steps	Success Criteria	Timeline	Lead
	5. Monitor impact on curriculum access			
Review curriculum adaptations for disabled pupils	<ol style="list-style-type: none"> 1. Review each subject's curriculum for accessibility 2. Identify where reasonable adjustments needed 3. Ensure resources are accessible (visual, auditory, physical) 4. Monitor disabled pupils' participation in all subjects 5. Track progress of disabled pupils in foundation subjects 	<ul style="list-style-type: none"> • Curriculum documents identify adaptations for disabled pupils • 100% of disabled pupils access full curriculum • No significant gaps in foundation subject achievement 	<p>Nov 2026: Subject review</p> <p>Jan 2027: Share findings</p> <p>Spring/Summer 2027: Monitor</p>	DHT & Subject Leaders
Ensure equal access to enrichment activities	<ol style="list-style-type: none"> 1. Audit current extra-curricular participation by disabled pupils 2. Identify barriers to participation 3. Make reasonable adjustments (timing, staffing, resources) 4. Proactively invite disabled pupils to clubs 5. Track participation rates 	<ul style="list-style-type: none"> • 75% of disabled pupils participate in extra-curricular activities • No significant gap between disabled pupils and peers • Barriers identified and removed 	<p>Sept 2026: Baseline audit</p> <p>Half-termly: Track participation</p> <p>Ongoing: Remove barriers</p>	SLT, Sport Lead & Key Stage Leads

Priority 2: Improve the Physical Environment

Action	Steps	Success Criteria	Timeline	Lead
<p>Audit and maintain physical accessibility features</p>	<ol style="list-style-type: none"> 1. Complete termly accessibility audit of all buildings 2. Check automatic doors, ramps, handrails functioning 3. Ensure signage remains clear and visible 4. Identify any new physical barriers 5. Create maintenance schedule 	<ul style="list-style-type: none"> • 100% of accessibility features maintained and functional • Termly audit completed • Any issues resolved within 2 weeks 	<p>Termly: Accessibility audit Ongoing: Maintenance</p>	<p>Business Manager & Site Team</p>
<p>Enhance sensory environment for pupils with sensory needs</p>	<ol style="list-style-type: none"> 1. Audit all classrooms for sensory accessibility 2. Reduce visual clutter in identified areas 3. Ensure quiet areas/sensory zones available 4. Provide sensory tools 	<ul style="list-style-type: none"> • All classrooms have reduced visual clutter • Quiet areas available in each key stage • 90% of pupils with sensory needs can remain in class for full lessons 	<p>Oct 2026: Audit Nov 2026: Implement changes Ongoing: Monitor impact</p>	<p>SENCo & Class Teachers</p>

Action	Steps	Success Criteria	Timeline	Lead
	<p>(fidgets, ear defenders, seating supports)</p> <p>5. Monitor impact on pupils' ability to access learning</p>	<ul style="list-style-type: none"> • Reduced sensory overload incidents 		
<p>Review outdoor accessibility</p>	<ol style="list-style-type: none"> 1. Audit playground and outdoor learning areas for accessibility 2. Ensure OPAL implementation considers disabled pupils' needs 3. Provide accessible play equipment and resources 4. Monitor disabled pupils' participation in outdoor activities 	<ul style="list-style-type: none"> • Outdoor areas fully accessible • OPAL provision includes adaptations for disabled pupils • 100% of disabled pupils participate in outdoor play 	<p>Summer 2026: Audit (as part of OPAL planning)</p> <p>Autumn 2026: OPAL implementation; start of 18 month mentorship</p>	<p>SLT, Play Leaders & Pastoral Team</p>
<p>Ensure accessibility of new facilities/changes</p>	<ol style="list-style-type: none"> 1. Include accessibility considerations in all building/facility changes 2. Consult with disabled pupils/families on proposed changes 3. Ensure new resources/equipment are accessible 	<ul style="list-style-type: none"> • 100% of new facilities meet accessibility requirements • Disabled pupils/families consulted on changes 	<p>Ongoing: As changes occur</p>	<p>HT, SENCo & Business Manager</p>

Priority 3: Improve Delivery of Written Information

Actions Required

Action	Steps	Success Criteria	Timeline	Lead
<p>Audit accessibility of all written communications</p>	<ol style="list-style-type: none"> 1. Review all standard communications (newsletters, letters, website, reports) 2. Check readability and accessibility 3. Ensure alternative formats available (large print, audio, symbols) 4. Test communications with disabled families 5. Create accessibility checklist for all communications 	<ul style="list-style-type: none"> • 100% of communications meet accessibility standards • Alternative formats available on request • Accessibility checklist used consistently • Parent survey shows 90% can access information easily 	<p>Oct 2026: Audit Nov 2026: Create checklist Jan 2027: Implement Ongoing: Monitor</p>	<p>HT & Admin Team</p>
<p>Enhance use of assistive technology</p>	<ol style="list-style-type: none"> 1. Audit current use of Clicker, Widget and other assistive technology 2. Identify pupils who would benefit from assistive technology 3. Provide training for staff and pupils on assistive technology 4. Ensure assistive technology available across curriculum 5. Monitor impact on access to written information 	<ul style="list-style-type: none"> • 100% of pupils needing assistive technology have access • Staff confident using assistive technology • Pupils demonstrate improved access to written materials 	<p>Sept 2026: Audit Dec 2026: Training Ongoing: Monitor</p>	<p>SENCo & IT Lead</p>

Action	Steps	Success Criteria	Timeline	Lead
Improve accessibility of curriculum materials	<ol style="list-style-type: none"> 1. Review all curriculum resources for accessibility 2. Ensure texts available in accessible formats 3. Use visual supports alongside written information 4. Provide reading rulers, overlays, enlarged texts as needed 5. Monitor pupils' access to curriculum materials 	<ul style="list-style-type: none"> • 100% of curriculum materials available in accessible formats • Pupils with visual/reading difficulties have appropriate tools • No pupils unable to access materials 	<p>Nov 2027: Resource review</p> <p>Jan 2028: Implement changes</p> <p>Ongoing: Monitor</p>	DHT, Subject Leaders & SENCo
Strengthen communication with families of disabled pupils	<ol style="list-style-type: none"> 1. Meet and greet all families through Open Day/invitation to families who do not attend. 2. Use preferred communication methods (phone over email where possible) 3. Provide information in accessible formats 4. Use interpreters/translation tools and services for EAL families 5. Ensure families understand support in place 	<ul style="list-style-type: none"> • All families have met class teacher • Parent survey shows 85% feel well-informed • Communication preferences recorded and followed • EAL families fully engaged 	<p>Autumn 2026: Meet all families</p> <p>Ongoing: Preferred communication methods used</p>	SENCo, EAL Lead & Class Teachers