



Accessibility Plan

This action plan sets out the aims of our Accessibility Policy in accordance with the Equality Act 2010.

1. Vision Statement

Our vision is to provide a nurturing, communication-rich, and inclusive primary school where every child, regardless of their starting point, feels safe, valued, and able to thrive. We are committed to removing barriers, supporting speech, language, and emotional development, and building strong foundations for lifelong learning, wellbeing, and success.

2. Action Plan Table

Area	Objective	Actions	Responsibility	Timescale	Monitoring/Success Criteria
Curriculum Access	Ensure all learners access a highly differentiated, functional curriculum that reflects developmental stages rather than chronological age.	<ul style="list-style-type: none"> Adapt curriculum to prioritise communication, social interaction, and emotional regulation. Use play-based and sensory learning approaches, especially in EYFS and KS1. 	SENDCo, SLT, Class Teachers	Review Spring 2026	Planning scrutiny, observations, learner engagement checks, Pupils access learning at their developmental level; progress demonstrated in small steps.

		<ul style="list-style-type: none"> • Embed SALT strategies across subjects. 			
Teaching and Learning Environment	Provide structured, nurturing, and communication-rich classrooms.	<ul style="list-style-type: none"> • Use visual supports, now/next boards, and timetables. • Develop low-stimulation, sensory-friendly spaces. • Create language-rich environments (labels, symbols, signing). 	SLT/SENDCo	April 2026	Learning walks, environment audits, SALT visits, reduced dysregulation; learners use visuals independently; calm learning environments observed.
Communication – SALT Focus	Support learners' expressive, receptive, and social communication.	<ul style="list-style-type: none"> • SALT assessment and personalised communication plans. • Train staff in communication strategies (e.g., PECS, visuals, Makaton, intensive interaction). • Embed SALT programmes into daily routines. 	Speech and Language Therapist, SENDCo, All staff	Summer 2026	IEP's updated with communication focus. Learners demonstrate improved expressive and receptive communication. Staff confidently implement strategies. Parents report progress at home.
Staff Development	Develop staff expertise in early developmental stages, SEMH, and communication.	<ul style="list-style-type: none"> • Provide CPD on child development, SALT strategies, and trauma-informed practice. • Model best practice through coaching and peer support. 	School Principal, SENDCo, SALT	Annual CPD programme	Staff evaluations, CPD feedback, Staff confidence and consistency increases; strategies embedded across school.
Social and Emotional Support	Enable learners to develop emotional regulation and social interaction skills.	<ul style="list-style-type: none"> • Implement nurture-based and play therapy approaches. • Provide predictable routines and safe spaces. 	SLT	Review Spring 2026	Behaviour logs. PASS analysis.

		<ul style="list-style-type: none"> • Run small group sessions on emotional literacy and play skills. • Trauma informed training. • PASS training 			
Low SEMH Development	Ensure youngest learners build firm foundations in communication, play, and self-regulation.	<ul style="list-style-type: none"> • Provide sensory play and structured routines. • Engage parents with home-school learning activities. 	SENDCo, Class Teacher	Review Summer 2026	Parental engagement, learner voice, observations.

3. Long-Term Goals (3-Year Roadmap)

- Year 1: Establish consistent communication-rich and nurturing environments, embed SALT strategies across all classes, and train staff in early developmental approaches.
- Year 2: Consolidate use of personalised communication and SEMH strategies, strengthen curriculum access through play-based and functional learning, and deepen family engagement.
- Year 3: Embed a whole-school culture of inclusion and communication, refine transitions into KS3, and sustain high-quality practice through innovation, staff expertise, and strong multi-agency partnerships.

4. Monitoring and Review

- Reviewed by: SENDCo and Senior Leadership Team.
- Frequency: Annually (with mid-year progress checks).
- Stakeholder Involvement: Learners, parents, staff, and SCB.
- Evaluation Methods: Surveys, learner progress data, classroom observations, feedback from families.