



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	Further develop and embed a highly differentiated, functional curriculum that promotes independence, communication, and readiness for next stages of learning.	- Adapt curriculum to prioritise communication, social interaction, and emotional regulation. - Provide ongoing staff training on adaptive teaching and neurodiversity-informed practice.	SENDCo, SLT, Class Teachers	Review Spring 2027	Learning walks, planning scrutiny, therapy integration checks, learner engagement observations, EHCP outcomes review, evidence of increased independence and communication, pupils demonstrate sustained

		• Continue to use play-based and sensory learning approaches, especially in KS1. • Develop independence and life-skills opportunities across all key stages. • Embed SALT strategies across subjects.			progress from individual starting points.
Teaching and Learning Environment	Provide structured, nurturing, and communication-rich classrooms.	• Use visual supports, now/next boards, and timetables. • Develop low-stimulation, sensory-friendly spaces. • Create language-rich environments (labels, symbols, signing). • Embed PECS further	SLT/SENDCo	Ongoing target	Learning walks, environment audits, SALT visits, reduced dysregulation; learners use visuals independently; calm learning environments observed.
Communication – SALT Focus	Further strengthen learners' expressive, receptive, and social communication through consistent, embedded communication approaches across school and home.	• Review and update personalised communication plans following SALT assessments. • Ensure communication targets are consistently embedded into classroom practice and daily routines. • Provide refresher and advanced staff training in PECS, Makaton, AAC, visuals, and intensive interaction. • Develop consistency in communication approaches across all classes and shared spaces.	Speech and Language Therapist, SENDCo, All staff	Summer 2027	Communication targets are consistently reflected in EHCPs/IEPs and classroom practice where appropriate; learners demonstrate measurable progress in expressive, receptive, and social communication; staff confidently and consistently implement communication strategies; parents report increased communication and engagement at home.

		with parents through workshops, home strategy packs, and regular communication reviews.			
Staff Development	Further develop staff expertise in early developmental stages, SEMH, communication, and inclusive practice to ensure consistency across the school	• Deliver an ongoing CPD programme focused on child development, neurodiversity, trauma-informed practice, SEMH, and communication strategies. • Provide refresher training and practical workshops on SALT approaches, sensory regulation, and adaptive teaching. • Strengthen coaching and mentoring opportunities through peer observations, modelling, and reflective practice. • Use specialist input from therapists and external professionals to enhance staff knowledge and practice. • Monitor implementation of strategies through learning walks, supervision, and professional dialogue.	School Principal, SENDCo, SALT	Annual CPD programme – Summer 2027	Staff evaluations and CPD feedback demonstrate increased confidence and knowledge; learning walks evidence consistent implementation of agreed strategies; improved quality of classroom practice observed; staff effectively support communication, regulation, and engagement needs across the school.
Social and Emotional Support	Enable learners to develop emotional regulation and social interaction skills.	• Continue implementing nurture-based approaches, relational practice across the school.	SLT	Review Spring 2027	Behaviour logs -show reduction in dysregulation incidents and improved emotional wellbeing;

		• Strengthen predictable routines, visual supports, and access to safe regulation spaces. • Embed trauma-informed practice through ongoing staff training and reflective practice opportunities. • Increase opportunities for co-regulation and restorative approaches throughout the school day. • Strengthen partnership working with families and external professionals to support emotional wellbeing consistently across settings.			learners increasingly use regulation strategies independently; observations evidence improved social interaction and engagement; staff consistently apply trauma-informed and relational approaches across the school.
Low SEMH Development	Further strengthen early foundations in communication, play, emotional regulation, and engagement for younger learners with emerging SEMH needs.	• Develop targeted activities that promote turn-taking, shared attention, communication, and early self-regulation skills. • Increase use of visual supports, sensory strategies, and regulation resources within continuous provision. • Strengthen parent partnerships through workshops, home-school learning activities, and regular communication around strategies that support regulation and play. • Provide staff training on early developmental trauma,	SENDCo, Class Teacher	Review Summer 2027	Increased parental engagement and consistency between home and school; observations demonstrate improved engagement, communication, and self-regulation; learners show progress in play and interaction skills from individual starting points; staff confidently implement supportive SEMH strategies within daily practice.

		attachment, and play-based SEMH support. • Monitor individual progress through observations, learner engagement, and developmental assessments.			
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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.