



Accessibility Plan 2026

Section: Increase the extent to which pupils with disabilities can participate in the curriculum

Current Good Practice

Abbey C of E Infant School already provides a broad and balanced curriculum with adaptations and targeted resources so that all pupils, including those with disabilities and those in the specialist resource base (Elm), can engage meaningfully in learning. The SENDCo, subject leaders and SLT track curriculum progress for pupils with SEND and identify gaps quickly, addressing them through evidence-based interventions and individual targets (including actions set out in EHCPs). Subject leaders review the curriculum to ensure it meets the needs of all pupils, and the school has begun building a communication-friendly environment to support access. These existing practises support the statutory duties in Schedule 10 of the Equality Act 2010 by actively aiming to increase disabled pupils' participation in the curriculum, and they demonstrate due regard for the Public Sector Equality Duty (PSED) by seeking to eliminate discrimination and advance equality of opportunity through targeted support, monitoring and inclusive ethos. The school's improvement priorities (assessment to inform teaching, meeting diverse needs, reducing barriers for SEND and EAL pupils) and Ofsted findings about strong relationships and nurturing provision provide a strong foundation for further focused work to ensure all pupils with disabilities can fully access and recall curriculum knowledge.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
1. Strengthen universal inclusive classroom practice so that all teachers routinely plan and teach lessons which enable pupils with disabilities to access	- Adopt and implement the EEF Inclusive Teaching guidance (July 2026) as the core framework for classroom practice.	- All staff can articulate at least three inclusive strategies they use	SENDCo; Headteacher;	Start term 1 (academic year); CPD delivered



and retain curriculum knowledge (aligned to Schedule 10 and PSED).	- Provide a CPD programme for all teachers and support staff on high-impact inclusive strategies (scaffolding, cognitive load reduction, explicit vocabulary instruction, multisensory approaches), including twilight and INSET sessions. - Establish lesson observation focused on inclusive practice; use peer reviews across mainstream and Elm classes. - Allocate directed time for teachers to review and adapt medium-term plans and resources.	routinely. - Lesson observations show lessons demonstrating inclusive elements (scaffolding, explicit vocabulary, adapted resources). - Peer review records demonstrate shared practice and improvements to lessons. - Teachers report increased confidence in including Elm pupils and pupils with EHCPs in mainstream lessons (measured via staff survey).		term 1 & 2; evaluation termly (12 months)
2. Improve assessment practice so that teachers precisely identify and plan for next steps for pupils with disabilities, ensuring curriculum progression and closing gaps (supports PSED	- Develop in-class formative assessment strategies. - Provide training on assessing progress for pupils with SEND (modifying success criteria, using small-step assessments).	- Teachers can accurately state next steps for pupils with disabilities and SEND in their class (validated in termly	SENDCO; Class Teachers; SLT	Ongoing



requirement to advance equality of opportunity).	- Ensure termly pupil progress meetings include SEND-focused review with SLT and SENDCo; use data plus qualitative evidence (work samples, observations, communication logs). - Embed accessible, simple individual learning plans (ILPs) for pupils with disabilities that clearly link targets to curriculum objectives and interventions. - Teachers to present pupil progress reviews at pupil progress meetings for vulnerable groups (SEND, EHCP, EAL) to identify emerging gaps early.	progress meetings). - 100% of pupils with EHCPs and all pupils on SEND support have up-to-date ILPs/PCPS linked to curriculum objectives. - Progress meeting minutes show targeted actions and monitoring recorded for all pupils with disabilities.		
3. Increase meaningful inclusion of Elm (SRP) pupils within mainstream curriculum lessons and whole-school activities to improve curriculum participation and social integration (addresses Schedule 10 remit to increase participation and PSED to foster good relations).	- Plan opportunities across the year (daily lessons, assemblies, trips, clubs) for Elm pupils to join mainstream classes; produce individual inclusion plans consistent with EHCP guidance. - Plan joint lesson sessions and curriculum activities where Elm pupils work with peers on shared outcomes (e.g., story, art, music). - Provide adult support that scaffold Elm pupils' participation	- Increase in the percentage of Elm pupils participating in mainstream lessons and whole-school events - Positive progress in Elm pupils' curriculum targets as recorded in PCPs - Feedback from parents, Elm staff	Headteacher; SENDCo; Elm Lead Teacher; Class Teachers	Inclusion mapping and individual plans term 1; implementation term 1 onwards; review termly



	while encouraging independence. - Ensure risk assessments and reasonable adjustments are in place for trips and whole-school events. - Monitor and review inclusion plans termly with parents, Elm staff and mainstream teachers.	and mainstream teachers shows improved integration and mutual learning benefits. - Barriers to inclusion reduce (recorded and analysed).		
4. Ensure communication-friendly classrooms and curriculum resources so pupils with communication and interaction needs can access information and demonstrate learning (supports Schedule 10(c) on improving delivery of information).	- Conduct an audit of communication supports currently in place (visual timetables, Makaton/signing, symbols, simplified texts) and identify gaps. - Training for staff on communication strategies (e.g., aided language displays, differentiated questioning, scaffolding expressive responses). - Ensure curriculum materials are produced in accessible formats as needed (symbol-supported worksheets, enlarged text, audio descriptions). - Create a central resource bank (digital and physical) of differentiated and communication-friendly materials for staff use. - Involve speech and language	- Staff training completed and classes using two or more communication supports observed in lesson checks. - Number of curriculum resources available in accessible formats increases. - SLT/ SENDCo monitoring notes show improved pupil engagement and clearer evidence of understanding for pupils with	SENDCo; SLT; External Speech & Language Therapists	Audit term 1; resource development term 1–2; implementation ongoing; evaluation termly



	therapists/ external experts to set class-level strategies and model best practice.	communication needs.		
5. Strengthen external collaboration and specialist input so that classroom teachers can implement recommendations from external reports and EHCPs effectively (meets Schedule 10 and PSED by allocating resources and eliminating barriers).	- Teachers to adapt classroom provision based on reports.	External recommendations are used to set pupil targets. - Resource allocation planned against specialist recommendations. - External specialist feedback shows improved implementation in classrooms.	Headteacher; SENDCO; Governing Body (oversight)	Process established term 1; ongoing termly;
6. Monitor and evaluate impact so the accessibility plan is reviewed, resourced and revised in line with Schedule 10 (duty to keep plan under review and implement it) and PSED.	- Ensure the accessibility plan is published (school website / on request) and reviewed annually with revisions where necessary.	- Accessibility plan reviewed and revised annually; governor minutes record approval and any resource allocations. - Accessibility plan is available on the school website and provided on request	Headteacher; SENDCO; SEND Governor	summer term



		(complying with Schedule 10 provisions).		
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Section: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Current Good Practice

Abbey C of E Infant and Nursery School already adapts its physical environment to meet individual pupils' needs. The site includes ramps, appropriately wide corridors, disabled toilets and level flooring; these adaptations support safe and independent movement for pupils with mobility needs. The school operates Communication Friendly Environments and a movement room with sensory resources, and has identified quiet/low-arousal areas to support regulation and reduce sensory overload. Personal Emergency Evacuation Plans (PEEPs), individual risk assessments and action plans are in place where physical adaptations or additional support are required. These arrangements contribute to increasing disabled pupils' access to education and associated facilities, and directly support the Schedule 10 duties in the Equality Act 2010 by improving the physical environment and helping pupils take advantage of school services. They also reflect the Public Sector Equality Duty (PSED) commitment to advance equality of opportunity and eliminate discrimination by tailoring the environment and provision to reduce barriers for pupils with SEND, including those in the specialist resource base.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
1. Maintain and extend a proactive site audit cycle to identify and remedy	- Implement termly site-walks focused on accessibility (including entrances, playgrounds, classroom access, toilets, corridors, external	- Termly site-walks recorded and checklist completed each term. - Termly SEND/accessibility	SENDCo	ongoing termly cycle (review annually)



physical barriers across the school site	paths, and nursery areas). - Prioritise corrective works and minor adaptations (e.g., signage, thresholds, handrails) and commission works through LA/site manager where needed. - Report termly findings and updates to governors (including link governor for SEND).	report presented to governors.		
3. Ensure all teaching spaces and key facilities continue to be accessible and support sensory/communication needs	- Modify classroom layouts to provide clear circulation space for mobility aids and to enable adult support where needed. - Provide adjustable furniture, visual timetables and clear signage in accessible formats where needed. - Ensure accessible toilet is maintained and available where needed. - Consider accessibility requirements when allocating classrooms or reorganising spaces.	- Room audits completed; action plan for classroom adaptations created as needed. - All classrooms used by pupils with mobility needs have required clear circulation space and necessary equipment in place. - Visual supports and clear signage available in all classrooms and communal areas. - No reported incidents of restricted access to toilets/changing facilities for pupils who need them.	SENDCo / Class Teachers / Site Manager	Audits completed as needed; adaptations implemented on rolling basis



4. Strengthen emergency evacuation arrangements to ensure safe evacuation for pupils with disabilities	- Review and update PEEPs for all pupils requiring support; ensure PEEPs include site-specific evacuation routes and assigned staff. - Test evacuation procedures during at least one drill per term. - Ensure evacuation routes remain unobstructed and clearly signed. - Record evacuation drill outcomes and update PEEPs as needed.	- All pupils with PEEPs have up-to-date plans on file. - Termly evacuation drills completed with documented reflections and adjustments. - No blocked evacuation routes identified on termly site-walks.	Headteacher / Site Manager / Health & Safety Lead / SENDCo	Immediate review and update of PEEPs; drills termly
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Section: Improve the availability of accessible information to pupils with disabilities.

Provide accessible information for parents

Current Good Practice

Abbey C of E Infant School already uses a range of effective, inclusive communication approaches to make information accessible to pupils with disabilities. In daily practice staff use visuals in lessons (including visual timetables), pictorial/symbolic representations in classrooms and internal signage, and provide large-print resources when required. For parents and carers the school offers multiple channels (website, letters, emails, face-to-face) and routinely provides written summaries or pre-meeting information so families can prepare or translate content; parents may also meet external specialists to discuss recommendations. These practises support the school's statutory duties under the Equality Act 2010 Schedule 10 by improving the delivery of information to disabled pupils and their families and contribute to the Public Sector Equality Duty (PSED) by advancing equality of opportunity and reducing information-related barriers to participation. The school's context — high SEND and EAL cohorts, a specialist resource base, mixed-age early years provision and priorities to meet diverse needs — means strengthening systematic, repeatable approaches to accessible information will support inclusion, parental engagement and pupils' ability to access the curriculum and associated services.



Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Time frame
1. Establish regular termly SEND information events (SEND coffee mornings) to improve parent / pupil access to accessible information and strengthen home–school communication	- Schedule termly SEND coffee mornings (autumn, spring, summer) with clear dates published on website and letters in accessible formats. - Produce accessible promotional materials (easy-read, pictorial flyer) and send via multiple channels (email, text, paper). - Invite external specialists (e.g., school nurses, Best Start Family Hub representative) to attend at least once per year.	- Minimum of three SEND coffee mornings held per year with attendance recorded. - Attendees report via short post-event survey that information was clear and accessible (easy-read, visual aids, translation where requested). - Increase in parental engagement metrics (e.g., response rates to SEND communications).	SENCO; Family Support Worker	Termly (ongoing)



2. Build partnerships with Best Start Family Hub and other local services to co-produce accessible information and reach families earlier	- Establish formal contact with the local Best Start Family Hub; invite a representative to a termly meeting or SEND coffee morning.	- Documented increase in early engagement from Hub or attendance at school events	SENCO; Best Start Family Hub contact	ongoing liaison
3. Continue to monitor, evaluate and resource accessible information provision, ensuring compliance with Equality Act Schedule 10 and the PSED	Continue to monitor communication formats	- Demonstrable compliance with Schedule 10 duties: plan in writing, kept under review and implemented (e.g., records of implementation, published plan and evidence of inspection readiness).	Headteacher; SENCO; Business Manager; Governing Body / Inclusion Governor	planning annually

This plan is prepared with regard to the Equality Act 2010 Schedule 10 duty to prepare, implement and keep under review an accessibility plan that (a) increases disabled pupils' participation in the curriculum, (b) improves the physical environment so disabled pupils can access education and services, and (c) improves the delivery of information. It also reflects the Public Sector Equality Duty (Section 149) to eliminate discrimination, advance equality of opportunity and foster good relations. The school will keep this plan under review, allocate appropriate resources as required, and report progress to governors and relevant stakeholders.