





Love of Learning, Love of Life, Love of One Another
'Life in all its fullness' John 10:10.



Accessibility Plan 2026 – 2029

Approved by:	N Ball – Head Teacher D Harvey – Chair of Governors	Date: LGC6 2025/2026
		
Next review due by:	LGC6 2028/2029	
Distribution	Shared Drive Staff Room Website <i>Paper copies are available upon request.</i>	
The Source	School Template	

Accessibility Plan 2026 – 2029

Updated in alignment with Ofsted Inclusion Toolkit and iAbacus Actions [Aims and Legal Framework](#). This Accessibility Plan outlines how Ashlands CofE Primary School will improve access to education for pupils with disabilities over the next three years. It is guided by the Equality Act 2010 and the SEND Code of Practice 2015, and aligns with the Ofsted Inclusion Toolkit and the school's SEF/SIP priorities.

The plan aims to;

- Increase access to the curriculum for pupils with disabilities
- Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services
- Improve the availability of accessible information to disabled pupils

Strategic Priorities (2026-2029)

Based on the Ofsted Inclusion Toolkit and SEF/SIP 2025–26, the following strategic priorities have been identified:

- Promote inclusion through learning about diversity and difference
- Strengthen early identification and graduated response for SEND and disadvantaged pupils
- Increase participation of pupils with SEND and PP in extra-curricular activities
- Improve accessibility of communication and language interventions
- Enhance staff training on neurodiversity and inclusive pedagogy

ACTION PLAN

Access to the Curriculum

Target	Who	Timescale	Success criteria
Continue to implement ADPR cycles for all pupils with SEND	Teachers SENDCo SLT	Each term	<ul style="list-style-type: none"> • All pupils with SEND have up-to-date ADPR documentation. • Termly reviews show measurable progress against individual targets. • Pupil voice and parent/carer feedback are consistently incorporated. • Evidence of adjustments and interventions based on review outcomes.
Use EKLAN and NELI assessments to identify language needs early	LSA Teachers SENDCo SLT	Each term	<ul style="list-style-type: none"> • All identified pupils complete NELI/EKLAN assessments within the term. • Assessment data is used to inform targeted language interventions. • Progress is tracked and reviewed termly.

			<ul style="list-style-type: none"> • Reduction in language-related barriers to learning over time.
Provide precision teaching and targeted interventions	LSA Teachers SENDCo SLT	As and when needed – in line with current pupils needs	<ul style="list-style-type: none"> • Interventions are matched to specific pupil targets and monitored weekly. Data shows accelerated progress in targeted areas. • Pupil engagement and confidence increase as evidenced by feedback. • Regular review and adaptation of interventions based on outcomes.
Ensure inclusive pedagogy through staff CPD and monitoring	SLT Teachers	As and when needed – in line with current pupils needs	<ul style="list-style-type: none"> • CPD sessions are attended by all relevant staff and evaluated for impact. • Lesson observations and learning walks show inclusive strategies in use. Staff demonstrate increased confidence in adapting teaching for SEND. • Improved outcomes and engagement for pupils with SEND.
Ensure inclusive pedagogy through pupil engagement and learning opportunities	SLT Teachers	As and when needed – in line with current pupils needs	<ul style="list-style-type: none"> • Pupil voice shows increased understanding and appreciation of inclusive practices and diversity. • Pupils can articulate how learning activities support inclusion and meet different needs. • High levels of participation and engagement from all pupils, including those with SEND. • Evidence in books/work and displays reflects inclusive learning opportunities. • Reduced gaps in participation, confidence and achievement between different groups of pupils.

Access to the Physical Environment

Target	Who	Timescale	Success criteria
Review and update accessibility audit annually	SLT	Annually	<ul style="list-style-type: none"> • Accessibility audit is completed and documented annually. • Action points from the audit are addressed within the academic year. • Improvements are evident in physical access, learning resources, and digital platforms. • Feedback from pupils, parents, and staff will inform future audits.
Ensure all learning spaces are adaptable for pupils with physical needs	Teachers SENDCo SLT	As and when needed – in line with current pupils needs	<ul style="list-style-type: none"> • Learning spaces are adjusted promptly to meet individual physical needs. • Risk assessments and reasonable adjustments are documented. • Pupils with physical needs report improved access and comfort. Staff demonstrate awareness and proactive planning for accessibility.
Maintain safe and inclusive outdoor learning environments	Teachers SENDCo SLT	As and when needed – in line with current pupils needs	<ul style="list-style-type: none"> • Outdoor areas are regularly checked for safety and accessibility. • Inclusive resources and layouts support participation for all pupils. • Pupil engagement in outdoor learning increases, especially among those with SEND. • Feedback and monitoring inform ongoing improvements.

Access to Information

Target	Who	Timescale	Success criteria
Provide information in multiple formats (visual, audio, simplified text)	LSA Teachers SENDCo SLT	As and when needed – in line with current pupils needs	<ul style="list-style-type: none"> • Key information is consistently available in visual, audio, and simplified text formats. • Pupils with diverse learning needs can access and understand content independently. • Staff demonstrate confidence in selecting appropriate formats for individual pupils. • Feedback from pupils and

			families confirm improved accessibility and engagement.
Use symbols, PINS, SCERT approach and social stories to support understanding	LSA Teachers SENDCo SLT	As and when needed – in line with current pupils needs	<ul style="list-style-type: none"> • Symbols, PINS, SCERTS approach and social stories are used proactively to support transitions, routines, and emotional regulation. • Pupils show increased understanding and reduced anxiety in challenging situations. • Resources are personalised and reviewed regularly for effectiveness. • Staff are trained and confident in creating and using these tools.
Ensure website and newsletters are accessible	LSA Teachers SENDCo SLT Admin staff	As and when needed – in line with current pupils needs	<ul style="list-style-type: none"> • Website and newsletters meet accessibility standards (e.g., alt text, readable fonts, clear layout). • Content is available in multiple formats (e.g., downloadable audio, simplified versions). • Families report improved access to school communications. • Regular audits and feedback inform ongoing improvements.

Access to Inclusive Participation and Well Being

Target	Who	Timescale	Success criteria
Track participation of vulnerable groups in enrichment activities	LSA Teachers SENDCo SLT	As and when needed – in line with current pupils needs	<ul style="list-style-type: none"> • Participation data is collected and analysed termly for vulnerable groups. • Increased engagement in enrichment activities among targeted pupils. • Barriers to participation are identified and addressed. • Pupil and parent feedback reflects improved access and enjoyment.
Continue to adapt lunchtime provision and additional	LSA Teachers SENDCo SLT	As and when needed – in line with current pupils needs	<ul style="list-style-type: none"> • Increased number of pupils attending and engaging with the clubs. • Activities reflect pupil interests and

mindfulness provision inc ELSA, Art and Lego Club			<p>needs, including SEMH support.</p> <ul style="list-style-type: none"> • Positive impact on social skills, confidence, and emotional wellbeing. • Regular monitoring and pupil voice inform ongoing development.
Promote belonging culture through staff touchpoints and pupil voice	LSA Teachers SENDCo SLT	As and when needed – in line with current pupils needs	<ul style="list-style-type: none"> • Staff consistently use inclusive language and practices that foster belonging. • Pupil voice is actively sought and used to shape school culture. • Vulnerable pupils report feeling safe, valued, and included. Evidence of improved relationships and reduced incidents of exclusion.
Continue to use 5 point scale and THRIVE interventions to support SEMH needs	LSA Teachers SENDCo SLT	As and when needed – in line with current pupils needs	<ul style="list-style-type: none"> • Identified pupils use the 5-point scale effectively to self-regulate. • THRIVE assessments and plans are in place and reviewed regularly. • Reduction in behaviour incidents and increased emotional resilience. • Staff are trained and confident in delivering SEMH strategies.

Monitoring and Evaluation

The Accessibility Plan will be monitored by the Local Governing Committee and reviewed annually. Progress will be tracked using iAbacus and case studies. Impact will be measured through attendance, participation, progress data, and pupil/parent voice.

Links to SEF/SIP and Trust Priorities

This plan supports the SEF/SIP 2025–26 priorities including:

- **Inclusion and equity for all pupils**
- **High-quality curriculum access**
- **Strong leadership and governance**

It aligns with Quantock Education Trust’s UCARE values and strategic goals with a focus on inclusion and attendance.