

Slindon Church of England Primary School



Accessibility Plan 2026-2029

Approved by:	Headteacher (Laura Webb) and Governing Body
Date:	September 2022
Last reviewed on:	September 2026
Next review due by:	September 2029

The purpose of this Plan

This plan shows how Slindon CofE Primary school intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents carers and visitors.

Definition of a disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities.

We have a very small number of pupils and parents who have a hearing impairment or a visual impairment.

We also have a number of children who are on the Autistic spectrum.

Areas of planning responsibilities

1. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self review, staff appraisal and CPD we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase staff confidence in differentiating the curriculum	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder friendly classrooms, Communication Friendly classrooms.	Dyslexia focus 2022-23 ASD 2022-23	SEND CO	Raised staff confidence in strategies for differentiation and increased pupil participation

Pupils are aware of our targets and strategies for overcoming difficulties	CPD training for staff on how to link intervention to classroom practice . Communication tools between Teachers, TAs and Pupils adapted to ensure most efficient method.	2026-29 ongoing	SENDCo, Head teacher	Pupils making links between learning in interventions and classroom. Pupils know what skills they are learning in order to overcome difficulties.
All educational visits to be as accessible as possible.	Ensure each new venue is vetted for appropriateness	As required	Trips leader	All pupils in school able to access all educational visits and take part in a range of activities.

Improving physical environment of the school

Provision in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff , governors , parent carers and visitors.	To create access plans as part of ILP process. Be aware of school stakeholders' access needs.	As required induction and ongoing if necessary	SENDCO/ Headteacher	ILPs in place for children with disabilities and all staff aware of pupil's needs. All staff and governors feel their needs are met and parents have full access to all school activities.
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, teachers parents and visitors	As required	SENDCo, Head teacher, site manager,	Access for all
Improve external environment access for	Renew playground markings and ensure gates are	Ongoing as required	SENDCo – site manager	Visually impaired people feel safe in school grounds

visually impaired pupils	wide enough for access.			
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