SS Simon & Jude
Church of England Primary School

Accessibility Plan

Document Name	Accessibility Plan
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Date for next revision*	September 2027
Responsibility	Executive headteacher / Head of School
Approved by	Local Advisory Board

Version	Date	Reviewed by	Approved
1.0	Oct 2025	K Jones	LAB
1.1	Oct 2026	K Jones	LAB

‘I can do all things through him who strengthens me’ Philippians 4:13

Our Vision:

We strive to build a community which nurtures positive relationships that permeate through all aspects of life. A community where barriers do not define us, but instead offer opportunity for growth. No matter our background, through our faith, we will find the strength and courage to flourish as citizens of the future.

Our Mission:

Empowering individuals to flourish together in the image of God.

Our Values:



Updates		
Date	**Page Number**	**Details**

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Statement of intent

This plan outlines how SS Simon and Jude CE Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- increase the extent to which pupils with disabilities can participate in the curriculum.
- improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Local Advisory Board (LAB) also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Head of School / Executive Headteacher and other relevant members of staff.
- Local Advisory Board.

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- SEND and Inclusion Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Trauma Informed and Relationship Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-bullying Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

Roles and responsibilities

The Local Advisory Board (LAB) will be responsible for:

- ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- approving this plan before it is implemented.
- monitoring this plan.

The Executive Headteacher / Head of School will be responsible for:

- ensuring that staff members are aware of pupils' disabilities and medical conditions.
- establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.

- consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- working closely with the LAB, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- working closely with the Head of School and LAB to ensure that pupils with SEND are appropriately supported.
- ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Head of School in relation to those needs as appropriate.

Staff members will be responsible for:

- acting in accordance with this plan at all times.
- supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- ensuring that their actions do not discriminate against any pupil as a result of their disability.

Accessibility Audit

The LAB and leadership team will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the LAB and senior leadership team will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the LAB and senior leadership team will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the LAB and senior leadership will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the LAB and senior leadership team will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.

- **Visual disabilities** – this includes those with visual impairments and sensitivities.
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities.
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia.

The findings from the audit will be used to identify short, medium and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Monitoring and review

This plan will be reviewed on an annual basis by the Local Advisory Board and the Executive Headteacher / Head of School. The next scheduled review date for this plan is September 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

Planning Duty 1: Curriculum						
	Issue	**What**	**Who**	**When**	**Outcome**	**Review**
Short term	Staff members are unaware of pupils' needs	Updated single page profiles (SPPs) will be created for all pupils on the SEND register, with staff trained to use them to inform planning and support. SEND registers updated and shared with staff. Pupil review meetings held with new class teachers.	SENDco All staff	Autumn Term 2026	All pupils with SEND have contributed to their single page profile. Profiles are reviewed at least termly. Monitoring shows that pupils' needs are understood and acted upon.	Termly in line with monitoring overview.
	Staff members do not have the skills to support pupils with SEND	CPD provided to staff members linked to pupils identified needs. Training provided by external specialists. Training for staff on adaptive teaching in all areas of the curriculum including use of adaptive equipment in PE.	SENDco External advisors	Autumn Term 2026	Staff members have the skills to support pupils with SEND. Learning is scaffolded well, enabling pupils to make adequate progress.	Summer Term 2027

	Issue	What	Who	When	Outcome	Review
Medium term	Pupils' comprehension of the curriculum topics is impeded by language complexity, cognitive overload, particularly for those with hidden needs such as autism, ADHD, dyslexia, or speech, language and communication difficulties, who may struggle with inference, working memory, and abstract language.	Staff to create simplified knowledge notes with Widgit symbols or equivalent visual aids for each curriculum topic. Notes to be chunked into manageable sections with clear, consistent layouts. Explore apps/tools that allow text-to-speech or symbol-supported content delivery. Deliver CPD on how hidden needs impact comprehension (e.g. literal understanding in autism, working memory in ADHD).	SENDco Subject Leaders	Autumn Term 2026	Pupils with hidden needs (e.g. autism, ADHD, dyslexia, SLCN) demonstrate improved understanding of curriculum content through increased engagement, participation, and task completion. The use of visual knowledge notes, structured prompts, and scaffolded resources leads to greater retention of key concepts, evidenced through progress in assessments, retrieval tasks, and reduced need for repetition. Pupils are able to access, review, and recall information more independently, using resources that are consistent, symbol-supported, and tailored to their processing needs. Teacher confidence in adapting curriculum delivery for comprehension needs improves, resulting in more inclusive lesson planning and resource development.	Autumn Term 2027

	Issue	What	Who	When	Outcome	Review
Long term	Staff do not have the knowledge and skills to use IT effectively. To support learners with SEND.	Provide CPD on using accessibility features within Google Workspace (e.g. voice typing, screen reader compatibility, alt text for images, font adjustments). Develop a set of inclusive Google Classroom expectations (e.g. consistent layout, simplified instructions, visual schedules). Embed the use of Widgit-supported or scaffolded digital resources in key subjects. Offer training for pupils and parents on navigating Google Classroom, with differentiated guidance where necessary. Ensure all homework and lesson resources uploaded to Google Classroom are compatible with assistive technology (e.g. PDFs tagged for screen readers or offered in Google Docs format).	Computing Lead Principal SENDco	Summer Term 2027	All teachers use Google Classroom consistently and in line with agreed inclusive practices. SEND pupils are able to access and complete online tasks independently or with minimal support. Monitoring shows increased use of adapted resources.	Autumn Term 2028

Planning Duty 2: Physical Environment

	Issue	What	Who	When	Outcome	Review
Short term	Physical environment is not fully accessible for pupils with hearing impairment.	Offer quieter spaces for learning or reflection, particularly for those who use hearing aids and may be overwhelmed by ambient noise. Minimise background noise by closing windows during busy periods and turn off unnecessary equipment during lessons. Create Personal Emergency Evacuation Plans (PEEPs) for pupils or staff with hearing impairments. Reinforce communication protocols: Encourage facing the pupil when speaking, using names before giving instructions, and checking comprehension discreetly.	SENDco Class teachers Senior Leadership Team	Autumn Term 2026	Safer emergency response Enhanced communication due to the development of quieter spaces.	Summer Term 2027

	Issue	What	Who	When	Outcome	Review
Short term	Pupils with additional needs cannot evacuate the building in an emergency.	All pupils with physical, sensory, or cognitive needs to have an up-to-date PEEP. Plans to include evacuation routes, support staff roles, and communication methods. Conduct Individual Risk Assessments where appropriate to assess mobility, communication, sensory and anxiety-related barriers to evacuation. Train staff on Inclusive Evacuation Procedures and practice drills on a termly basis.	SENDco Class Teachers	Autumn Term 2026	All pupils with additional needs have current and reviewed PEEPs. All staff trained and confident in executing inclusive evacuation procedures. Emergency drills demonstrate timely and safe evacuation of all pupils, including those with additional needs. Reduced anxiety and increased independence among pupils during evacuation practices.	Summer Term 2027

	Issue	What	Who	When	Outcome	Review
Medium term	Limited space for pupils who experience sensory overload.	Audit current physical spaces Identify underused areas that can be repurposed into calming or low-stimulation environments. Designate at least one sensory-friendly space per key stage Ensure these spaces are quiet, and equipped with sensory regulation tools such as weighted cushions, noise-cancelling headphones, soft furnishings, fidget tools, and visual supports. Develop clear usage protocols Ensure they are staffed when necessary for safety and emotional regulation support. Train staff on sensory processing needs Embed access into individual plans Reference access to sensory spaces in EHCPs, SEN support plans, or behaviour regulation plans.	SENDco Senior Leadership Team	Autumn Term 2026	Sensory-friendly spaces are fully established and resourced. Pupils who are identified as needing regulation space can independently access or request breaks. Reduced incidents of sensory-related distress or dysregulation. Positive pupil and staff feedback on the impact of the spaces. Observations show improved engagement and regulation following use of these environments.	Summer Term 2027

Planning Duty 3: Access to Information

	Issue	What	Who	When	Outcome	Review
Medium term	Language barriers for parents accessing information at school	Audit parent communication needs to determine home languages spoken by families as part of the induction meeting. Ensure key information (e.g. newsletters, policies, event invitations, safeguarding notices) is available in priority languages identified through the audit. Use translation technology on digital platforms Ensure the school website includes a reliable and easy-to-use translation tool (e.g. Google Translate widget). Provide guidance for parents on how to access translated content through the school website and Google Classroom.	Office staff Senior Leadership Team Subject Leaders	Spring Term 2027	All key communications are available in the main home languages spoken by families. Parents with limited English report improved access to and understanding of school information. Increased attendance at parents' evenings, workshops, and school events from EAL families. Staff feel confident in using translation tools and resources. Website and communication platforms show inclusive language options and usage.	Autumn Term 2028

	Issue	What	Who	When	Outcome	Review
Medium term	Language barriers for parents accessing information at school (continued)	Create a process for using translation/interpreter services for meetings, parents' evenings, or EHCP reviews. Identify staff or community volunteers who can offer bilingual support where appropriate. Use Visual Aids in Communication Use Widgit symbols, infographics, and image-supported letters for events and procedural information (e.g. uniform, trips, times). Deliver Multilingual Parent Workshops or Welcome Sessions Host termly welcome meetings with bilingual support or translated slides for families with EAL, focusing on topics like curriculum, attendance, and online systems. Create a 'Welcome Pack' in Multiple Languages	Office staff Senior Leadership Team Subject Leaders	Spring Term 2027	All key communications are available in the main home languages spoken by families. Parents with limited English report improved access to and understanding of school information. Increased attendance at parents' evenings, workshops, and school events from EAL families. Staff feel confident in using translation tools and resources. Website and communication platforms show inclusive language options and usage.	Autumn Term 2028