

Accessibility Plan 2025-2028

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1. Introduction and Ethos

Park Street Church of England Primary School is a school with a distinctive Christian character. We aim for all who learn and work here to experience 'life in all its fullness' [Jn 10:10] and to be people 'fully alive' [St Irenaeus]. Our Christian values of honesty, respect, kindness, and inclusion underpin all that we do.

We seek to honour the dignity of every individual and ensure that our school is a place of welcome, belonging, and equity. In this spirit, we strive to ensure that pupils with disabilities can participate fully in the life of the school community.

This plan reflects our duties under the **Equality Act 2010**. We are committed to:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum
- Improving the physical environment to enable better access
- Improving the availability of accessible information to pupils with disabilities, parents, carers and other stakeholders

2. Aims

Our Accessibility Plan aims to:

- Ensure all pupils have access to a rich, balanced and inclusive curriculum
- Improve the physical environment to enable full participation by pupils with disabilities
- Provide accessible information in appropriate formats to pupils, parents, carers, and visitors

We aim to be a fully inclusive school where barriers are reduced or removed so that everyone can thrive.

3. Legislation and Guidance

This plan complies with our statutory obligations under the Equality Act 2010 and draws on guidance from:

- Schedule 10 of the Equality Act 2010
- The Special Educational Needs and Disability (SEND) Code of Practice
- The Department for Education guidance: "The Equality Act 2010 and Schools"

A person is considered disabled if 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.

4. Action Plan

A. Increase access to the curriculum for pupils with disabilities

Current Good Practice	Actions	Responsibility	Timescale	Success Criteria
<ul style="list-style-type: none">As a small school, we are well placed to develop strong individual relationships with each pupil and closely monitor their progress.Taking part in the Partnerships for Inclusion of Neurodiversity in Schools (PINS) project, which helped us adapt the school for neurodiverse learnersRegular assessment and review meetings are held for pupils with SENDPupils with SEND make good progress from their starting points.The curriculum and teaching are adapted to be inclusive of the needs of all learnersEducational visits and enrichment opportunities are made accessible	To improve access to the curriculum using consistent visuals to support learning across the school and the curriculum.	Class teachers, SENCO, HT	Phase 1 rollout by Spring 2026, reviewed annually	Visual supports are used consistently across all classrooms and subjects; observed in learning walks and pupil voice
	To develop strategies to improve access to PE for pupils with sensory needs.	PE Lead, Class teachers, SENCO	Strategy trial Autumn 2025, full implementation Spring 2026	PE sessions are adapted for individual sensory needs; pupil feedback and engagement improve
	To increase all staff's knowledge of strategies to enable pupils to be ready to learn managing their sensory needs increasingly independently.	SENCO, HT	CPD sessions from Autumn 2025	All staff apply sensory regulation strategies confidently; fewer sensory-related disruptions reported.

B. Improve and maintain the physical environment to enable full participation by pupils with disabilities

Current Good Practice	Actions	Responsibility	Timescale	Success Criteria
<ul style="list-style-type: none"> The school is mostly on one level with ramps and accessible toilets Classrooms are arranged with mobility and communication needs in mind where possible including one classroom with standing desks Sensory resources and quiet spaces are available for those who need them Equipment and teaching resources are stored accessibly. 	To improve access to the environment using consistent visuals to support learning across the school and the curriculum.	Class teachers, SENCO, HT	Visual signage completed by Spring 2026	All areas of the school, including shared spaces and corridors, use clear and consistent visuals; staff and pupil feedback confirm improved wayfinding and independence
	To continue to review access to the upper floor including consulting with expert colleagues from occupational therapy and SEND services.	HT, SENCO, H&S Governor	Review completed annually; next by Summer 2026	Recommendations documented and implemented where feasible; emergency evacuation plan updated if needed

C. Improve access to written and verbal information for pupils, parents, carers and visitors

Current Good Practice	Actions	Responsibility	Timescale	Success Criteria
<ul style="list-style-type: none"> Visual timetables are used in all classes Home-school communication is adapted where needed Staff are aware of how to support individual communication preferences 	To use consistent visuals to support learning across the school and the curriculum for pupils including those who speak English as an additional language.	Class teachers	Full implementation by Summer 2026	Visuals and dual-language resources used consistently in classrooms; EAL pupils show improved comprehension and confidence
	To support parents, carers and pupils to use accessibility features to support access to written information.	Office Staff, SENCO	Parent guide available Spring 2026	Increased uptake of accessibility tools (e.g. translation, read-aloud); positive parent feedback via survey

5. Monitoring Arrangements

This plan covers the period 2025–2028. It will be reviewed annually by the Headteacher, SENCO and SEND Link Governor, and approved by the Full Governing Body.

6. Links with Other Policies

This Accessibility Plan is linked to:

- Special Educational Needs and Disabilities (SEND) Policy
- Equality Objectives
- Health and Safety Policy
- Behaviour Policy
- School Development Plan