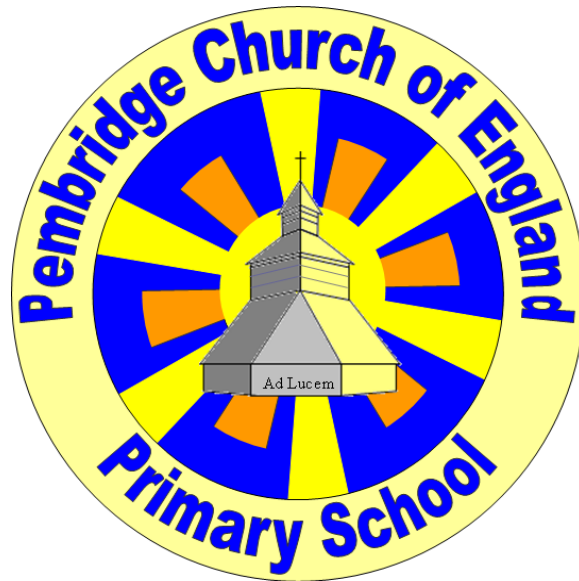


ACCESSIBILITY PLAN

2025-2028



INSPIRING LEARNING THROUGH FAITH AND VALUES

Pembridge is a school where our creative teaching and learning is of the highest quality and where we encourage everyone to be inspired through faith in God and to live by Christian values so that our whole community flourishes and we reflect all that is 'worthy of praise'.

Signed: _____
(Headteacher)

Signed: _____
(Chair of Governors)

1. INTRODUCTION

Pembridge Church of England Primary School is an inclusive community that focuses on the wellbeing and progress of every child and where members of our community are of equal worth. All God's children are unique and worthy of praise. We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that everyone – children, families and staff alike – are inspired to achieve their very best.

The school's SEND policy and local offer play a substantial role in guiding the school's developing provision for students with special educational needs and disabilities. Our aim is to be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.

2. CONTEXT

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which children with disabilities can participate in the school's curriculum.
- To improve the physical environment of the school to ensure children with disabilities are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to children (or parents and carers) with disabilities so information is fully accessible to all.

3. AIM OF PLAN

We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve. Our aim, therefore, is to provide a place where all children will have access to the right kinds of learning, to develop the skills and resilience to meet the demands of their lives and that they demonstrate the empathy and confidence to work with others to achieve a better future.

4. OBJECTIVES

The objectives of this plan are:

- To ensure all children with disabilities are fully involved in school life and are making good progress.
- To identify barriers to participation and find practical solutions to overcome these.
- To work collaboratively with children with disabilities and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.

- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting children with a wide range of needs.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of children with disabilities.

5. DEFINITIONS

Definition of Disability (Equality Act 2010): "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day- to-day activities."

Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

6. THE ACCESSIBILITY PLAN

This plan summarises our development priorities in the three areas specified by the Disability Act. The school is also committed to making reasonable adjustments for individual students to ensure all children can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

TO INCREASE THE EXTENT TO WHICH CHILDREN WITH DISABILITIES CAN PARTICIPATE IN THE SCHOOL'S CURRICULUM.

Children with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. We have a flexible approach to ensuring children with SEND are educated alongside their peers whilst providing 1-1 or small group intervention sessions outside the classroom.

The school curriculum is regularly reviewed to ensure that it is accessible to children of all levels and abilities and supports the learning and progress of them as individuals. This includes learning outside the classroom.

Our Special Educational Needs and Disability Policy and Local Offer outline the provision the school already has in place to support students with special educational needs and disabilities (SEND). This includes:

- Identification of SEND at a very early stage through close liaison with pre-schools, supported by individual provision maps, passports (targets) and the SEND register.
- Keeping staff fully informed of the special educational needs/disability of any child in school, including sharing progress reports, medical reports and parent feedback.

- Regular updates shared between staff of concerns for vulnerable children and their families.
- Listening to child and parent/carer views and considering them in all aspects of school life.
- Taking time in classes to discuss the range of disabilities that children have and could have.
- Regular training opportunities for staff on of SEND and appropriate teaching and learning strategies.
- Increasingly specialised in-class support or intervention from trained TAs.
- Specific specialist intervention to build skills (particularly for English and maths) 1-1 or in small groups.
- Specialist advice from other professionals (e.g. speech and language therapist, educational psychologist, occupational therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- Special access arrangements for tests.
- Specific target setting and monitoring to ensure all children with SEND make at least similar progress as those without SEND.
- Providing opportunities for excellent home/school liaison through additional parents'/carers' meetings and specific targeted support for families.

Plans for the future include:

Target	By when?	By whom?	Cost implications	How will we know it has been achieved?
To measure the impact of interventions so that the right intervention is given to the right child.	Summer 2025 and ongoing	All SENCO	Cost of any new interventions needed and any consumables from interventions.	Entry and exit data is recorded for all interventions. Teachers / SENCo audit current interventions and their success/impact on progress. Provision mapping used effectively across all year groups. Children with SEND make increased progress.
Explore options and then purchase an assessment which identifies issues with processing speed.	Summer 2025	SENCO Head	£200	Assessments are used which show that children are have difficulties in processing and working memory. The chosen assessment provides an acceptable measure of cognitive processing when applying for exam access arrangements.
Ensure that all children are able to access all out-of-school activities e.g. clubs, trips, residential visits. Review of out-of-school provision to ensure compliance with legislation.	On-going	SENCo Head Class teachers	Where relevant, costs supported by PP and PTFA contributions	Every child is able to participate in an out of school club. Trips, clubs and residential are accessible to all children.

Matters regarding SEND (specific children's progress, intervention, staff training etc) are regularly discussed in school and opportunities are made for changes and developments to be made in each academic year.

TO IMPROVE THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO ENSURE CHILDREN WITH DISABILITIES ARE ABLE TO TAKE ADVANTAGE OF EDUCATION AND OTHER BENEFITS, FACILITIES OR SERVICES PROVIDED OR OFFERED BY THE SCHOOL.

The school environment already incorporates many features to ensure accessibility for children (staff, families or visitors) with disabilities. These include:

- A ramp at the front of the school, giving independent access to all areas of the school.
- A large bathroom with hoist for children with disabilities.
- A dedicated physiotherapy room with hoist – currently used as a nurture room for well-being and emotional support.
- Specialist furniture and equipment is available.
- Visual timetables are used, including use of Widgit symbols.
- Practical consideration is given to how pupils' needs can also be met on school trips.
- Using Local Authority advice and equipment when appropriate.

Plans for the future include:

Target	By when?	By whom?	Cost implications	How will we know it has been achieved?
Classrooms are easily organised and all appropriate additional equipment to be provided to promote the participation and independence of all pupils.	Spring 2025	SENCO Head TAs	As appropriate for the resources needed.	Classrooms will be organised and appropriate new additional equipment e.g. headphones will be readily available.
Provide lunchtime activities which allow for all children including those with disabilities, to learn together: for example, organised games, large equipment (low/multi-hooped post for netball).	As and when children grow/move classes.	Headteacher Class teacher TA	As appropriate for the resources needed. Hoop £200	All children can play and learn together safely and productively regardless of disabilities.
Continue to audit accessibility of school buildings and grounds as needs of pupils and members of the school community change.	On going	School Business Manager Headteacher	Cost of any adjustments	School grounds will be fully accessible to all members of the school community.
Replace seating area in playground so that it can be accessed by all and provide safe seating.	Summer 2025	Headteacher, SBM, PTFA	£8000	Seating is safe and fully accessible.
Ensure activities within Outdoor Classroom environment and music have appropriate equipment suitable for children with reduced motor ability.	Spring 2026	Class teacher SENCo Outdoor lead Headteacher	£1000	Equipment fully supports all curriculum units identified and all children have the opportunity to participate and flourish.

TO IMPROVE THE DELIVERY OF INFORMATION TO CHILDREN (OR PARENTS AND CARERS) WITH DISABILITIES SO INFORMATION IS FULLY ACCESSIBLE TO ALL.

Teachers and TAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards/Touchscreens and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.

In addition, the school makes the following available as appropriate:

- Differentiated resources with particular attention to reading age, home language, images and layout.
- Laptops and other digital technologies. Specialist communication devices are used when appropriate.
- Coloured overlays for text.
- Tactile and sensory resources.
- Readers and/or scribes in exams, where appropriate.
- Use of Local Authority support to provide advice in the home language when required.

Plans for the future include:

Target	By when?	By whom?	Cost implications	How will we know it has been achieved?
All school communications for parents (letters, brochures, website, etc.) to be made available in alternative formats/languages on request.	On going	School Business Manager	Extra resources as necessary including translation costs.	All parents feel involved. Parents are fully informed about school events.
Demonstrate children's progress in learning of knowledge and skills through SeeSaw so that parents can have easy access to see and report on their child's achievements.	On-going	All staff	£3106.45 (3-year contract)	Parents and carers will have access to their children's online content and feel more included in understanding how their child is achieving at school.
Regular 'Learning Together' newsletters focussing on different areas of SEND to raise awareness and give parents suggestions and ideas.	On going	SENCo	None	Termly newsletters distributed to parents and published on the school website.
Termly 'Coffee and Catch Up' sessions offered to all parents as an opportunity to seek advice and find out more about how they can support their child at home.	On going	SENCo	Minimal	Regular 'Coffee and Catch Up' sessions offered to parents.

7. RESPONSIBILITIES

- All staff are responsible for identifying and removing barriers to learning for disabled pupils.
- All curriculum leaders are responsible for improving accessibility within their area of responsibility.
- The Governing Body is responsible for the approval of this plan.
- The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.
- The SENCO is responsible for ensuring that all current children's needs are covered by this plan and for monitoring the effectiveness of the plan in meeting their needs.

8. REVIEW

This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years alongside reviews and comments of children with disabilities from their Annual Reviews and from their Pupil Passports.