



Accessibility Plan 2025 - 2026

Aim 1 To increase the extent to which SEND (Special Education Needs and Disabilities) pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Adapt the physical environment of the school environment to meet the needs of pupils if and when necessary.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	To liaise with Nursery providers to review potential intake for Sept 26	To identify pupils who may need additional to, or different provision for Sept 26 Intake	Sept 2025/2026	HT EYFS Lead, EYFS teacher	Procedures/equipment / ideas set in place by Sept 2025
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2025/26	HT SENCO All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison	To ensure collaboration and sharing	Ongoing	HT	Clear collaborative

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	with parent/carers	between school and families.	throughout 2025/26.	All Teachers	working approach
	To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing throughout 2025/26.	HT Teachers LSAs Outside agencies	Clear collaborative working approach
	CPD is audited to ensure that it meets the specific SEND needs and support needs of all staff in school so that outcomes for children are improved.	Ensure communication and collaboration between staff and external agencies to ensure relevant CPD is put in place.	Ongoing throughout 2025/26	HT SENCO SLT Subject Leads	Clear collaborative working approach leading to positive outcomes for children and staff
Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of all SEND pupils.	SENDCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents. Review Staged approach Review celebration books	Termly	Class teachers SENDCO	Progress made towards targets Provision mapping shows clear steps and progress made
Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	SLT, Core curriculum leaders	All children are making good progress.

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				Governors	
	To deliver findings to the LAC	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / SENDCO meetings	SENDCO SLT/SEND Governor	Governors fully informed about SEND provision and progress

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Aim 2 : To improve the physical environment of the school to increase the extent to which SEND (Special Education Needs and Disabilities) pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	To ensure the learning environment is not overly visually stimulating for all children.	Calming displays in classrooms and inviting role play areas in the Early Years.	Ongoing	Teaching and non-teaching staff	Inviting environment maintained

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	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identify training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	HT / School Nurse / Family Engagement Officer	All medical needs are met.
	Ensuring all with a disability are able to be involved.	Create one page profiles for children with complex needs. Create personalised timetables. Undertake a confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.
Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To improve community links	School to continue to have strong links with schools in Liverpool Authority and the wider community.	Ongoing	SLT All staff	Improved awareness of disabilities

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					s/ the wider communit y of Liverpool and the world and their needs Improved communit y cohesion
Long Term	Targets	Strategies	Timescale	Responsibilitie s	Success Criteria
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week	Ongoing	SLT	No accidents
	To create personal emergency evacuations plans	To create and review (if relevant) personal emergency evacuations plans if relevant for any pupils, staff.	ongoing	SLT	Plan are in place.

**Aim
3:
To**

improve the delivery of information to SEND (Special Education Needs and Disabilities) pupils and parents

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
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	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children. Referral to external agencies for parents of children with ASD and sessions run in school to support them.	Ongoing	All staff to be aware	ASD children able to access the curriculum.
Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. Records passed up to each class teacher. Annual reviews. CPOM updates. Medical forms updated annually for all children.	Annually	Class teachers /Outside agencies	Each teacher/staff member aware of disabilities of children in

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		Personal health care plans in place were necessary.			their classes
Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary. (Records on Arbor/ network/ protected)	Record keeping system to be reviewed. Ensure that all documents can be accessible to all - eg different languages, verbal etc Ensure that the website is accessible for all.	Continual review and improvement	SLT	Effective communication of information about disabilities throughout school.

*Reviewed annually