



REVIEW DATES: Annually **LAST UPDATED:** 20th January 2026 **NEXT REVIEW DATE:** Spring 2027

ACCESSIBILITY PLAN

FORWARD

At Alwoodley Primary School, equal opportunity is the principle of ensuring all stakeholders in our school have equal chance to achieve, equal chance to participate, equal chance to fulfil their role in school and the wider community. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We understand equality to mean treating everyone with equal dignity and worth, valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances. We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people, can do and can be.

Our Accessibility plan outlines how we aim to make our school more accessible, whilst other policies and school improvement action plans have a statement regarding equal opportunities whenever this may be relevant and useful.

ACCESSIBILITY PLAN

Background

Under the Equality Act 2010, the Governing Body of Alwoodley Primary School is required to deliver these duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils:

Starting Points

The purpose and direction of the school's plan:

Alwoodley Primary has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.

The school:

- Sets suitable learning challenges;
- Responds to pupils' diverse needs;

- Overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- Aims to identify and remove barriers to disabled pupils in every area of school life.

Alwoodley Primary School makes all children feel welcome irrespective of race, gender, faith or impairment. SMSC (Spiritual, moral, social and cultural) is a well embedded part of our curriculum.

Information from pupil data and school audit

This section aims to demonstrate the presence, participation, and achievements of disabled pupils. The school will conduct an audit of children currently on roll. The presence of disabled pupils in the school and the patterns of their participation in the life of the school are detailed in the school SEND provision map and whole-school provision map.

- The school has considered its strengths and weaknesses in working with disabled pupils: There are no areas of the curriculum to which current disabled pupils have limited or no access.
- There are no parts of the school to which current disabled pupils have limited or no access.
- All children on the school SEND Register are able to choose and participate in extra-curricular activities (in or out of school hours)
- School practices and procedures are completed with an awareness of current disabled children in the school, particularly in Learning and Teaching, Behaviour Policy and Anti-Bullying policy, Risk Assessment procedure, time-tabling, and the administration of medicines.
- Analysis of end of year and of Key Stage outcome data includes a focus on children with SEND

Views of those consulted during the development of the plan

The plan is informed by:

- The priorities of the local authority.
- The views and aspirations of other disabled people or voluntary organisations.
- The views and aspirations of disabled children and young people themselves.
- The views and aspirations of the parents of disabled pupils.

The main priorities in the school's plan

- Monitor and celebrate the extent to which disabled pupils can participate in the school curriculum.
- Conduct an annual, in-depth analysis of SEND outcome data, with a specific focus on progress and attainment for pupils on the SEND Register. The analysis will identify trends, gaps, and areas for improvement, and inform targeted interventions and provision planning.
- Developing support strategies around the content of written information to pupils, parents, staff and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.

The school has set the following overall priorities for increasing curriculum access:

- A planning meeting will be completed at the beginning of each academic year between class teacher and member of the Inclusion Team to plan for the needs of any child on the SEND Register to produce a Send Support Plan for that child and where necessary reference will be made to access.
- Where necessary, arising from these meetings, school will seek support from parents, support services, and other agencies to inform the development of the access for these children.
- Monitoring of access to extra-curricular activities by children on the school SEND Register -clubs, residential etc.
- Lesson observations will include a focus on access for children on the SEND Register.
- Monitoring of LSA support to enable inclusion of children on the SEND Register in subject areas in which they require support.

Management, coordination and implementation

The school Accessibility Plan will be fully integrated into the:

- School Improvement Plan
- SEND policy
- Health and Safety Policy

The school Accessibility Plan will, where appropriate, be coordinated with the Local Authority Accessibility Plan, Social Care, and relevant health agencies. The Governing Body takes responsibility for the school Accessibility Plan:

- The Access plan will be reviewed and revised annually by the SMT and the Governing Body.
- The review will use the school provision mapping system, children's individual SEND Support Plans, outcome of data monitoring, and the priorities in the School Improvement Plan.
- The Access Plan will be available to all children, staff, and parents to contribute to the review process at any time, via the school website - paper copies can be requested from the school office.

Appendix 1 – Action Plan

Aim	Current Practice	Objectives	Action to be taken	Success Criteria	Date Achieved
<p>Monitor and celebrate the extent to which disabled pupils can participate in the school curriculum.</p>	<ul style="list-style-type: none"> • Our school offers an adaptive curriculum for all pupils • A range of resources are available which are tailored to the needs of individuals who needs support to access the curriculum • The curriculum is reviewed regularly to make sure it meets the needs of all pupils • A small number of pupils have access to provision designed especially for those with more complex needs who would otherwise find access to the curriculum challenging. • Our staff access regular CPD opportunities relating to SEND 	<p><u>Short Term</u> To raise standards and accelerate progress in Writing for targeted pupils with SEND.</p> <p><u>Medium Term</u> To embed the 'Graduated Approach Toolkit' to ensure high quality provision for all pupils with SEND</p> <p><u>Long Term</u> To raise standards and accelerate progress across the curriculum for all pupils with SEND.</p>	<p>Bespoke Learning Opportunities CPD for all staff in effective differentiation strategies, bespoke provision and other strategies to support pupils in school</p> <p>Ensure robust cycles of whole school monitoring of SEND and the provision in place</p> <p>Ensure Individual Provision Maps (IPMs) for all pupils with SEND which include details of different types of provision in class.</p> <p>Use Pupil and Recovery Premium in part to support those with SEND</p>	<p>Staff will be able to access a wide range of information about pupils with SEND in easily accessed electronic format to ensure consistency of provision and of information sharing.</p> <p>Improved communication and stakeholder engagement from parents and pupils with SEND will achieve better across the curriculum.</p>	<p>Summer 2024</p> <p>Summer 2027</p>

Progress – Updated January 2026

Significant steps have been taken to improve access to information and strengthen communication for pupils with SEND and their families. Individual Provision Maps (IPMs) have been introduced for all pupils on the SEND Register. These IPMs detail the provision in place to support access to the curriculum, including bespoke visits, personalised programmes of study, and use of our SEN base - Acorn. They also outline strategies for quality first teaching, adapted approaches, and targeted interventions, particularly in early reading and mathematics.

To enhance stakeholder engagement, all parents of children on the SEND Register are invited to three dedicated meetings each year, in addition to the two standard parent evenings. During these sessions, IPMs are shared and reviewed collaboratively, ensuring transparency and consistency of provision. This approach has strengthened communication between school and families, enabling a shared understanding of pupil needs and progress.

<p>Conduct an annual, in-depth analysis of SEND outcome data, with a specific focus on progress and attainment for pupils on the SEND Register. The analysis will identify trends, gaps, and areas for improvement, and inform targeted interventions and provision planning.</p>	<ul style="list-style-type: none"> We use a variety of methods to monitor pupils with SEND to ensure they are accessing the very best provision We work closely with a range of outside agencies who support both children and staff to ensure access to the best provision 	<p><u>Short Term</u> To raise standards and accelerate progress in Writing for targeted pupils with SEND.</p> <p><u>Medium Term</u> To embed the 'Graduated Approach Toolkit' to ensure high quality provision for all pupils with SEND</p> <p><u>Long Term</u> To raise standards and accelerate progress across the curriculum for all pupils with SEND.</p>	<p>Track targeted pupils with SEND through pupil progress meetings</p> <p>Identify pupils, including those with SEND, through pupil progress meetings pupils who need to access</p>	<p>For SEN pupils, in each cohort, the agreed pupils achieve accelerated progress, and all other pupils meet their Personalised targets.</p>	<p>Summer 2024</p>
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Progress – Updated January 2026

To ensure robust tracking and analysis of SEND outcomes, pupil progress meetings have been embedded three times per year, focusing on reading, writing, and mathematics. During these meetings, all pupils on the SEND Register are discussed in detail, and specific targets are set to increase the proportion achieving combined reading, writing, and maths standards.

This systematic approach has already led to measurable impact. At the end of the 2024/25 academic year:

EYFS: 25% of SEND pupils achieved a Good Level of Development (GLD), which is 7% above the national average.

Year 1 Phonics: 67% of SEND pupils met the expected standard, 23% above national.

Year 6 Combined RWM: 33% of SEND pupils achieved the expected standard, 9% above national, with individual subject outcomes showing even stronger performance.

These outcomes demonstrate that the analysis and tracking processes are driving improvement and informing targeted interventions effectively.

<p>Developing support strategies around the content of written information to pupils, parents, staff and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Induction loops • Adaptive technology such as use of earphones and tools • Use of different coloured overlays or paper • Access to resources from the LA aimed at EAL pupils' and families. • Use of child-friendly guides 	<p><u>Long Term</u> That all stakeholders including SEND can access information that supports the how school is organised.</p>	<p>Seek support from outside agency professionals such as SENIT/EP Team to support with further develop communication.</p> <p>Decide upon the agreed formats and develop theses. Share them widely.</p>	<p>That engagement with stakeholders improves and children with SEND are supported. This will be captured in stakeholder feedback.</p>	<p>Summer 2027</p>
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Progress – Updated January 2026

Although no measurable progress has been achieved toward this target so far, the foundations for success are now in place, and there is still a full year remaining to deliver on this priority. This timeframe provides an opportunity to plan strategically, allocate resources effectively, and implement actions that will ensure the target is met in a meaningful and sustainable way.