



POLICY DOCUMENT

Accessibility Plan

Princess May Primary School's plan to increase access for pupils with disabilities — 2026–2027

Governing Body Representative (GBR)	Kristofer McGhee (Chair of Governors)
Signed by (GBR)	
Date approved	4 September 2026
Next review due by	September 2027
Related policies	SEND Policy and SEND Information Report; Equality Information and Objectives; Supporting Pupils with Medical Conditions Policy; Safeguarding and Child Protection Policy
Aligned to	Schedule 10, Equality Act 2010; and the direction of the DfE/DHSC consultation SEND Reform: Putting Children and Young People First (February 2026)

1. Aims and legislative basis

Princess May Primary School's Accessibility Plan sets out how we will, over time, increase access for pupils with disabilities in three areas required by Schedule 10 of the Equality Act 2010: increasing the extent to which disabled pupils can participate in the school curriculum; improving the physical environment of the school to increase disabled pupils' access to education and associated facilities; and improving the delivery of written information to disabled pupils, in a range of formats appropriate to their needs.

The plan is drawn up in consultation with pupils, parents, staff and governors, and reviewed at least annually so that it reflects our current pupils' needs and the progress we have made.

2. Policy context: the SEND Reform consultation

In February 2026, the Department for Education and the Department of Health and Social Care published a government consultation, SEND Reform: Putting Children and Young People First, setting out proposals for significant change to the SEND system, including a new Universal offer and Ordinarily Available Provision in every mainstream setting, further layers of support, digital Individual Support Plans, National Inclusion Standards, and 'Inclusion Bases' in place of terms such as sensory room or resourced provision. These proposals are, at the time of writing, subject to consultation and future legislation; the Equality Act 2010 remains the statutory framework for this plan, and our duty to make reasonable adjustments and plan increased access for disabled pupils is unchanged.

This Accessibility Plan has nonetheless been prepared with the direction of the reforms in mind. Where relevant, actions below are framed using the emerging national language — for example, describing our sensory room as an example of a setting-based 'Inclusion Base', and linking physical and curriculum access to the Universal offer and Ordinarily Available Provision described in our SEND Policy. We will review and update this plan as the reform proposals progress.

3. Roles and responsibilities

The governing board has overall responsibility for ensuring this plan is implemented, and approves it annually. The SENDCo, Ms Blunden, co-ordinates the plan's actions and monitors progress, working with the Headteacher, the Senior Leadership Team (SLT), the School Business Manager (SBM), class teachers (CT), teaching assistants (TA), the caretaker, and relevant specialists such as the school's occupational therapist (OT) and Computing Lead. Actions are informed by pupils' Individual Support Plans, and by consultation with pupils and parents about their own experience of accessing the school.

4. Increasing access to the curriculum

Short term

Target	Strategy	Outcome	Lead	Timeframe
Make the best use of teaching assistants, learning support assistants and higher-level teaching assistants.	Deploy TAs effectively to support high-need pupils, informed by each pupil's Individual Support Plan, so that support has a demonstrable impact on progress in class and during interventions.	SEND pupils make progress as a result of tailored support.	SENDCo, SLT, CT	Term 1, 2026/2027
Respond to and support pupil	Celebrate cultural events across the school; teach PSHE and SMSC so that	All pupils feel welcomed and	SENDCo, SLT, CT	Term 1, ongoing

Target	Strategy	Outcome	Lead	Timeframe
diversity.	all pupils feel valued, welcomed and a sense of belonging at school.	valued.		
Provide alternative ways to access activities for pupils who cannot engage in a particular activity, for example some forms of PE.	Provide alternative provision such as a lunchtime club to practise play skills; ensure pupils with autism receive sensory support with allocated time in our Inclusion Base (sensory room), kept relevant, stimulating and well maintained.	Pupils have access to a broad range of experiences.	SENDCo, SLT, CT, TA	Term 1, ongoing
Maintain high expectations of all pupils.	Monitor the progress of pupils with SEND from their starting point against age-related expectations, and provide the support set out in their Individual Support Plan to help them meet these.	Children make strong progress as a result of high expectations.	SENDCo, SLT, CT	Term 1, ongoing

Medium term

Target	Strategy	Outcome	Lead	Timeframe
Ensure teachers and teaching assistants have the training needed to teach and support disabled pupils.	Provide weekly support staff training on SEND and Ordinarily Available Provision; TAs attend training relevant to their area of development as part of termly appraisal.	Increased access to, and inclusion in, the curriculum and classroom activities for SEND pupils.	SENDCo, SBM, SLT, CT	Term 1, ongoing
Provide access to technology appropriate for pupils with SEND.	Train support staff to use tools such as PECS to support pupils with specific needs; invest in technology so pupils can record their learning in different ways, including voice-recording tasks on iPads.	Increased access to, and inclusion in, the curriculum and classroom activities for SEND pupils.	SENDCo, SBM, SLT, CT, Computing Lead	Term 2, 2026/2027

Long term

Target	Strategy	Outcome	Lead	Timeframe
Ensure school trips are accessible to all pupils.	Work with parents so that pupils who are at higher risk in the community are accompanied appropriately; arrange additional provision, such as minibus or taxi transport and 2:1 adult support where needed, to minimise risk and ensure pupils can take part safely.	All pupils with SEND safely access experiences in the wider community with their peers.	SENDCo, SBM, SLT, CT	Term 2, 2026/2027 onwards

5. Improving the physical environment

Short term

Target	Strategy	Outcome	Lead	Timeframe
Provide written	Use PECS symbols to create door	Alternative	SENDCo, TA	Term 1,

Target	Strategy	Outcome	Lead	Timeframe
material in modified and/or alternative formats for pupils who cannot access standard written materials.	signs identifying the use of each room, and to help pupils, new staff and visitors identify important rooms such as toilets and emergency exits, applied consistently across the school and positioned to support pupils with a visual impairment or who use a wheelchair.	formats improve the delivery of information to all SEND pupils.		2026/2027
Ensure pupils can access and move around classrooms and corridors without barriers.	Keep doorways and corridors tidy and free from obstruction, with classroom monitors checking hallways for bags and coats, and SLT carrying out regular learning walks to check corridors and doorways.	Physical accessibility around the school is increased.	SENDCo, SLT, SBM, CT, cleaners, caretaker, pupils	Term 1, 2026/2027, ongoing
Provide emergency and evacuation systems that inform all pupils.	Provide visual emergency exit signage in each classroom and corridor.	Emergency signals and procedures are accessible to all SEND pupils, and to pupils with anxiety.	SENDCo, SLT	Term 1, 2026/2027

Medium term

Target	Strategy	Outcome	Lead	Timeframe
Ensure pupils can access academic areas without barriers.	Provide ramps and handrails to support access into ground-floor academic areas, including access to the nursery via a ramp.	Physical accessibility around the inside and outside of the school is increased.	SLT, SBM	Term 3, 2027
Prevent the exclusion of children with sensory needs.	Consider room and corridor acoustics; use Hessian on corridor boards to absorb sound, and neutral backing on display boards, with display work kept ordered and symmetrical to reduce over-stimulation.	Sensory accessibility around the school is increased for pupils with these needs.	SENDCo, SLT, SBM	Term 2, 2026/2027
Ensure furniture and equipment are adjusted to fit pupils' size and stature.	Provide appropriately sized chairs for pupils regardless of age group.	Physical accessibility in classrooms is increased.	SBM, OT, caretaker, SENDCo	Term 2, 2026/2027, ongoing

Long term

Target	Strategy	Outcome	Lead	Timeframe
Ensure school plans take account of the duty to make reasonable adjustments.	Accommodate pupils with physical disabilities by being flexible with classroom layout, and placing them on the ground floor where necessary.	Physical accessibility in the school building is increased.	SBM, SENDCo, SLT	Term 3, 2027

6. Improving the delivery of information

Short term

Target	Strategy	Outcome	Lead	Timeframe
Make written information available to parents and carers in alternative formats on request.	Offer key documents — including letters, this Accessibility Plan and the SEND Information Report — in large print, easy read or translated formats on request, and record these requests so we can plan ahead for future need.	Parents and carers with a disability, or who need information in another format, can access school information.	SENDCo, SBM, office staff	Term 1, 2026/2027
Use visual and symbol-based communication to support pupils who cannot access written text.	Use PECS, now-and-next boards and visual timetables consistently across the school, alongside the signage described in section 5.	Pupils who cannot access written material can understand key information about their day.	SENDCo, TA, CT	Term 1, 2026/2027, ongoing
Ensure the school website meets accessibility requirements.	Check the school website against the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018, and correct any issues found.	Parents and pupils using assistive technology can access the school website.	SBM, Computing Lead	Term 1, 2026/2027

Medium term

Target	Strategy	Outcome	Lead	Timeframe
Build staff confidence and skill in producing accessible resources.	Provide training for staff on creating accessible documents and resources, including alternative formats, as part of the wider SEND training programme described in section 4.	Information produced by the school is accessible by default, not only on request.	SENDCo, SLT, Computing Lead	Term 2, 2026/2027
Explore assistive and digital technology to support the delivery of information.	Trial text-to-speech and translation tools to help pupils and families access written communication from the school.	A wider range of pupils and families can access information independently.	SENDCo, Computing Lead, SBM	Term 2, 2026/2027

Long term

Target	Strategy	Outcome	Lead	Timeframe
Embed accessible information as a standard part of how we report to parents.	Build accessible-format options into Individual Support Plans and any future Inclusion Strategy reporting to parents, so that accessibility is planned for from the outset rather than requested after the fact.	Delivery of information to disabled pupils and parents is planned for consistently across the school.	SENDCo, SLT, SBM	Term 3, 2027

7. Monitoring and review

This plan is monitored by the SENDCo and Senior Leadership Team throughout the year, and reviewed and approved by the governing board at least annually. It will also be updated sooner where a pupil's needs, or the school's premises or resources, change significantly, and as the SEND Reform proposals described in section 2 progress.

8. Links with other policies

- SEND Policy and SEND Information Report;
- Equality Information and Objectives;
- Supporting Pupils with Medical Conditions Policy; and
- Safeguarding and Child Protection Policy.