



FAWBERT & BARNARD'S ACCESSIBILITY PLAN

January 2026

Review date: October 2027

Accessibility Plan

1 Policy Statement

1.1 The Equality Act 2010 requires Fawbert & Barnard's Primary School to publish an Accessibility plan in respect of the school. The plan must cover the Trust's actions to improve accessibility in 3 key areas:

- increased access to the curriculum for pupils with learning differences and disabilities;
- improvements to the physical environment to increase access to education and associated services at the academies for pupils learning differences and disabilities; and
- improvements in the provision of information for pupils with learning differences and disabilities where it is provided in writing for non-disabled recipients.

1.2 This plan is to be adequately resourced, effectively implemented and regularly reviewed and revised as necessary, at least every three years.

2 What are the principles behind this policy?

The Trust is committed to:

- demonstrating a commitment to developing access to the school for all pupils
- reflecting the views, wishes, aspirations and concerns of parents and pupils and be based on a culture of high expectations for all
- reflecting an understanding of other legislation that provides protection to children, such as that on race, human rights and health and safety
- being guided by the National Curriculum Inclusion Statement and the aims set out for the school curriculum
- supporting a problem-solving approach and a commitment to the effective and sustainable use of resources
- using information from audit and other data collection approaches validated by research
- showing how the school plan is coordinated with the LA's strategy
- embedding accessibility within the school improvement process
- making explicit links with the work of other agencies
- including a clear evaluation strategy.

Accessibility Plan

3 Accessibility Plans

The template strategic accessibility plan for Fawbert & Barnard's Primary School is set out in Annex A. The school is required to submit its accessibility plan for Trust approval on an annual basis. These will be published on the Fawbert & Barnard's Primary School's website.

Accessibility Plan

1.0 - Planning Duty 1 - Curriculum

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a varied curriculum, adapted to meet the needs of all pupils • Mastery approach - offers a variety of VAK opportunities • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all groupings • Targets set in One Plans promote progress for pupils with SEND • Interventions based on good research (EEF) • TAs deployed effectively • Enhanced provision for pupils with VI • Learning Mentor /Drama workshops / Music Sessions • Zones of Regulation • Celebrate pupils with Special Needs in line with their peers 	<p>To further embed High Quality Teaching for all</p> <p>To secure One plans as the main drivers to ensure progress</p> <p>To develop opportunities for EAL pupils to access the curriculum by using BELL assessments to increase support</p> <p>To celebrate pupils with disabilities</p> <p>To ensure that quality resources are tailored to meet the learning needs of the students</p>	<p>Embed</p> <ul style="list-style-type: none"> • High quality teaching in every class - support for ECT/student/new teachers • One plans accessible to all staff as required • purchase resources linked to a specific disability <p>Resources to be provided for chn with EAL. Flash cards/word mats to develop understanding</p> <p>SEND Assemblies CT to make a point of celebrating all chn within their class. Pupil passports to open opportunities to find success.</p>	<p>SLT</p> <p>SENCo/CTs</p> <p>SENCo</p> <p>SENCo/CTs</p> <p>HT/SENCo/CTs</p>	<p>July 2025</p> <p>Dec 2024</p> <p>Jan 2025</p> <p>Jul 2025</p> <p>Jun 2025</p>	<p>All teaching and learning is at least good. All pupils make expected progress or better.</p> <p>One Plans are working documents. They contain important information about the child and inform staff of the expectations for progress.</p> <p>Pupils with a disability or special educational need have the necessary equipment to enhance their school experience</p> <p>SEND chn have a voice and their voice is shared with all</p>

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	<ul style="list-style-type: none"> • Online learning is tailored to meet the needs of pupils with Special Needs in line with their peers • Parents are involved in provision map planning and support their child's progress • Home-school partnership is nurtured throughout the school to ensure consistency and good communication for team around the child • Disadvantaged children are on the school council team • Pupil voice is at the forefront of provisions made 		<p>Ensure a range of resources are available that are tailored to the needs of the individuals</p> <p>Visual timetables are referred to throughout the day</p>	<p>SENCo/CTs</p> <p>CTs</p>	<p>April 2025</p>	
<p>Continue to support children with SEMH</p>	<p>-Curriculum is adapted to meet the needs of SEN students so they are able to access the curriculum alongside pupils without SEN</p> <p>-Music Sessions</p> <p>-Learning mentor</p> <p>-Trained classroom support</p> <p>-Lesson outcomes are adjusted to ensure the child can make progress to boost self-esteem</p> <p>-Work is pitched appropriately to be challenging for all pupils</p> <p>-All work set is specific, measurable, achievable and realistic to preserve children's self-esteem and well-being</p>	<p>-All chn to feel safe and secure in school</p> <p>-All staff feel equipped to support the way behaviour is communicated and positively manage pupils emotional state</p> <p>-Chn are detected early on for support where necessary</p>	<p>-Embed the use of the TPP glossary of emotional behaviours through training</p> <p>-Further ASD training and the use of the Zones of Regulation</p> <p>-Staff use Provision Map to record concerns about a child so that intervention takes place early on via the Learning Mentor</p> <p>-Staff model correct emotional literacy (TPP) to chn when</p>	<p>SENCo/CTs</p> <p>HT/SENCo</p> <p>SENCo/CTs</p> <p>CTs</p>	<p>Jan 2026</p> <p>May 2025</p> <p>Oct 2025</p> <p>Jan 2024</p>	<p>All teaching and learning is at least good. All pupils make expected progress or better.</p> <p>Pupils are equipped with the emotional literacy required to communicate their needs to enable their learning journeys.</p> <p>Pupils are calm, confident and happy in their learning environments.</p>

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	<ul style="list-style-type: none"> -All chn are able to access the curriculum -Discreet cards are used to help chn express needs and emotions where necessary -Zones of regulations help chn to self-regulate and move between the zones knowing it is safe to feel a variety of feelings -Visual timetables are displayed in all classrooms to support structure for all chn -Tasks (jobs) are given to chn who may need time for movement -School staff have good home-school relationships -Breakout spaces are made for chn who require them -Timetables are adjusted to suit the needs of the individual where necessary -Social skills groups -Growth mindset education is at the forefront of our teaching and learning journey -Pastoral care/learning mentor -Assemblies address acceptance, understanding of differences, boundaries -Clear rewards and consistent behaviour management is used across the school Recovery curriculum at the centre of our planning for children 	<ul style="list-style-type: none"> -Pupils use the Zones of Regulation to communicate their needs <p>One Plans reflect the voice of the child and parents and targets are shared between home and school</p>	<p>talking to them about the Zones of Regulation</p> <p>Chn are at the centre of the One Plan meetings:</p> <ul style="list-style-type: none"> -Pupil passports are focused on during meetings -Chn are celebrated for their success -Staff start with what a child can do -Home and school work collaboratively to make sure that targets are SMART. 	<p>SENCo/CTs</p>	<p>Oct 2025</p>	<p>Pupils are able to access and achieve the curriculum by being set realistic goals that promote their self-esteem and well-being.</p> <p>Reward systems ensure consistency across the school and prepare children for the expectations within their classroom and the school community.</p> <p>Pupils are prepared and feel supported for the next stage in their learning journey, with lifelong aspirations.</p>
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Accessibility Plan

3.0 - Planning Duty 3 - Information

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> -Internal signage -Large print resources -Pictorial or symbolic representations -Visual timetables -Working walls with chns ideas -Parents are given the curriculum guidance for the half term so they can support pre-teaching of vocabulary and take suggested visits -A variety of teaching strategies with the classroom (VAK) to meet the needs of all learners <p>Pupil voice is the driving force behind provision provided for the chn through pupil perception and One Plans around the child's aspirations.</p>	<p>All displays to be visually accessible to all - height from seating arrangements in classes</p> <p>To ensure pupils with dyslexic tendencies can access displays / information</p> <p>To ensure all visual prompts and support are made available as necessary.</p> <p>Whole school assemblies raising awareness of different needs e.g. how to read Braille</p>	<p>Monitor regularly and feed back to teachers as appropriate</p>	Curriculum lead	Sept 2024	<p>Displays take into consideration the needs of all pupils - particularly regarding size of print and height of actual display</p> <p>Dyslexic pupils are offered coloured paper to work on, coloured overlays for book or an iPad for resources. Teachers fill background colours on IT screen displays.</p> <p>Visual timetables and other pictorial representations are consistently used in classroom and around the school.</p>
			<p>Paper / PowerPoint slides take into consideration the needs of dyslexic pupils (eg colours / overlays etc) or use of the iPad where possible.</p>	Class Teachers TAs	Mar 2025	
			<p>iPads used for chn to record information where necessary.</p>	Class Teachers TAs	Sept 2024	
			<p>All resources are transferred to Braille</p> <p>Visual timetables, labels and prompts are available to all</p>	1:1 TA	Nov 2024	
			<p>Key word mats where necessary that are tailored to the chn</p> <p>Pupil perception meetings are held regularly alongside the school council to ensure pupil's voices are being heard.</p>	HT/SENCo/DHT	May 2025	