Durham and Newcastle Diocesan Learning Trust (DNDLT)

Company Number 10847279

"Every child matters and no child is ever left behind..."

**"Let the little children come to me, and do not stop them;
for it is to such as these that the kingdom of God belongs." *Luke 18:15-17***

St. Aidan's CE Primary School

Accessibility Plan 2026 - 2027

'I have come in order that you might have life:life in all its fullness' *John 10:10*

Adopted by Academy Council: Autumn Term 2026

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Statement of intent

This plan outlines how St Aidan's C of E Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

• Increase the extent to which pupils with disabilities can participate in the curriculum.

• Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.

• Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Academy Council also recognises its responsibilities towards employees with disabilities and will:

• Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.

• Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.

• Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

• Pupils' parents.

• The headteacher and other relevant members of staff.

• Academy Council.

• External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010 • Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The Academy Council will be responsible for:

• Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
• Approving this plan before it is implemented.
• Monitoring this plan.

The headteacher will be responsible for:

• Ensuring that staff members are aware of pupils' disabilities and medical conditions.
• Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
• Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
• Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

• Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
• Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

• Acting in accordance with this plan at all times.
• Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
• Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The Academy Council will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities –** this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short Term	A small proportion of staff members do not consistently make adaptations to all areas of the curriculum to support pupils with SEND	Training Provided for teachers and teaching assistants on adaptiong the curriculum using EEF 5 strategies approach.	Headteacher, SENCO	Autumn 2026	All staff members have the knowledge and skills to make meaningful adaptions which support whole class learning objectives and promote more independent learning from SEND children.	Summer 2027
Medium Term	Some staff are unable to accurately make links to prior curriculum learning to ensure children make connections between 'big ideas.'	Training will be provided to enable subject leads to amend the curriculum planning formats to enable teacher to make explicit links to prior learning and prepare the pupils for the next stage.	Headteacher, SENCO, Curriculum leaders	Autumn 2026/ Spring 2027	Teachers will have a secure understanding of how the curriculum is sequenced to support pupils to build on their prior knowledge and prepare them for the next phase/ stage of their education.	Autumn 2027
Long Term	Pupils with SEND find it difficult to talk about their learning using accurate and precise vocabulary.	SENCO, Phonics lead and 2 TA's will access Specialist training to become Lead communication Practitioners (LCPs). LCP's will cascade training to all staff over 5 x 1-hour training sessions to become a communication friendly school.	SENDCO All staff	Autumn 2026 – Spring 2027	Staff will have the knowledge and skills to support receptive language needs, ask effective questions, extend vocabulary and encourage expressive language through narrative. Pupils will develop an age appropriate vocabulary to express their wants and needs, developing oracy skills to articulate their learning. School will become an accredited Communication Friendly School.	Summer 2027

5. Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short Term	Some SEND children struggle to access the curriculum due to sensory dysregulation.	Adaptations to the classroom environment to meet the needs of individual leaners. Use of ICT resources as required, considerations given to seating arrangements, sensory areas / equipment available for those needing sensory breaks. Use of ICT, e.g.: Clicker & voice activated text. Purchase and allocate other resources as needed, e.g.: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, ensure specialist equipment (e.g.: hearing aids) is checked daily and seek advice if needed (e.g.: from Sensory Support) Access to individual work spaces/ quiet learning areas when required. Ensure children have access to appropriate sensory breaks to help them regulate their sensory systems. Training on adaptions to the curriculum and environment to support the children.	SENDCO Teachers TA's Advice from other services e.g. Occupational Therapists/ AOT	Autumn 2026 - Ongoing	Children will be ready to learn and more focused due to sensory regulation. Teachers will understand the needs of the children from a sensory perspective to ensure they have the correct adaptations made to their learning environment.	Summer 2027 - ongoing

Medium Term	Some children with Dyspraxia and physical SEND can struggle to manoeuvre around school, particularly their classrooms.	Maintain safe access around the school Awareness of flooring, furniture and layout in planning for disabled/ SEND pupils Ensure all OPAL equipment is tidied away appropriately at the end of break times. Ensure classroom floors and coat pegs are kept tidy and uncluttered. Training around adaptations to classrooms to meet the needs of children with physical SEND.	SENDCO All staff Site manager	Autumn 2026 - ongoing	People with disabilities/ SEND can move safely around the school	Summer 2027
Long Term	The school environment is not accessible to all children with Speech and Language SEND needs.	Visual timetables/ communication books/ boards with consistent symbols to be used across the whole school including communal spaces such as worship/ PE hall/ outdoor areas. Improve signage around school Use of Widget symbols	SENDCO Teaching Staff	Autumn 2026	All areas of the school environment enable all pupils to have an opportunity to communicate their wants and needs using a consistent system across the school.	Summer 2027

6. Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short Term	Written information in the classroom is not consistently accessible to pupils with visual impairments/ SEND	Training on adaptations to the curriculum. Provide written information within different formats and layouts. (Text fonts, larger paper/ fonts, coloured overlays, copying from information directly in front of them not from the whiteboard.) Improve the use of pictorial (Widget) communication boards and books around school. Purchase Widgit to improve picture communication support. Use Widget to make classroom resources (e.g. word mats, visual timetables, social stories). SENDCo to train on most effective ways to use Widgit. SENDCo to train all relevant staff members in how to use Widgit.	SENDCo Teaching staff TA's	Autumn 2026 -ongoing	Children with Dyslexia will have appropriate scaffolds provided to be able to access their work and be able to work more independently.	Summer 2027
Medium Term	Staff are unable to look back on CPOMs unless SLT to access historical information about SEND support to be able to identify what	SENDCO and DSL Diane Curley to explore how we can ensure that staff can see children's historical SEND records.	SENDCO/ Safeguarding lead	Spring 2027	Staff will be able to complete SEND referrals to the appropriate agencies with a full Summer 2024 support to be able to identify what further support maybe needed. understanding of the child's needs and SEND history.	Summer 2027

	further support maybe needed.					
Long Term	Written information is not accessible to parents with SEND/ or who cannot read	Provide written information within different formats and layouts. Provide a dictation/ reader app which will serve as a reader of information to a child encouraging independent working and opportunities to develop reading. Provide regular opportunities to meet with parents to discuss concerns or talk through paperwork with them.	SBM SENCO, ICT Lead	Spring 2027 - ongoing	Written information is fully accessible to all parents.	Summer 2027

7. Monitoring and review

This plan will be reviewed on an annual basis by the Academy Council and headteacher. The next scheduled review date for this plan is 30.9.2027 Any changes to this plan will be communicated to all staff members and relevant stakeholders.