

Accessibility Plan

School Name **New Hall Primary School**

Dates: From **November 2025** To **November 2027 (3 years – to be reviewed annually)**



Outcomes: for groups of children and young people.	Accessi bility Planning Code C- Curriculu m E- Environm ent I- Informati on	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access, progress and participation for children with special educational needs, disabilities and or medical conditions.	C	Staff to have up to date training from external professionals for children with SEND e.g. CAT, Beacon School Support, PSS, EP and PDSS.	SENCO	Handouts Time for training	Training schedule, inset schedule and any certificates as necessary	Throughout the academic year
	E	Carry out an annual environmental walk with BSM	SENCO BSM	Audit Tool	Environmental walk completed with audit tool report and actions.	June 2026 Annually
	E	Ensure early identification of SEND and/or medical needs prior to children and parents joining school.	HT DHT AHT SENCO EYFS Lead	Use of previous school/nursery information. Use of toolkits to track progress. Parental consultations. 4 plus 1 pupil voice.	Graduated approach followed.	Annually in the summer term and as new starters arrive to school.

	E, C, I	Ensure that all school trips and residential visits are accessible for all pupils.	HT DHT AHT SENCO CT	Time Risk assessment Discussions with staff and identify areas of potential difficulty. Pre visits as required	Trips and residential visits are accessible for all pupils and that receive the full educational entitlement.	Ongoing
	C					
	E	Ensure alternative methods of presenting information and recording are offered to children with special educational needs and/or disabilities.	Sensory Support (VI, HI) PSS EP Beacon CAT	Coloured overlays, iPads, Laptops, Scribe Reading pens, Recording speech bubbles, Talking tins, InPrint 4 used for visual support and prompts, Provide training for staff in usage. Assisted Technology, Dyslexia Friendly strategies, pencil grips, writing slopes.	Evidence of children's work. Discussions with pupils 4 + 1. Provision recorded on One Page Profiles. IEPs as required for children with EHCPs or SSPPs.	Ongoing Pupil voice conducted before SEND reviews which take place termly. Parent voice during termly SEND reviews.
	C, I.					
	E,C	Ensure children with special educational needs and/or disabilities have One Page Profiles which are shared with relevant staff and reviewed termly with parents and/or carers.	All Staff	Time Templates TPT Toolkits Information is shared with appropriate staff to ensure knowledge and practice is appropriate and delivered.	Send Reviews completed termly, One Page profiles updated and targets reviewed. Interventions and classroom delivery monitored	Termly SEND reviews and parents evenings
		Carry out a whole school audit of signage around school.	SENCo BSM	Plan of school. Agreed signs for consistent use around	Appropriate signs in place	June 2026 annually

				whole school. Use of visual for non readers.		
		Ensure all staff are aware of how to change background colour of IWBs to off-white or blue; Follow dyslexia friendly guidelines for the classroom.	SENCO All staff	Time Training Cream paper school books, accessible print library and reading books, use of immersive reader, InPrint 4, assistive technology. Staff trained in dyslexia friendly teaching methods and scaffolds. Clutter free classrooms. Labelled and low arousal environment.	Monitoring Learning walks	Ongoing
	C, E	Continue to review PE curriculum to ensure that SEND pupils continue to have access to physical education.	AHT SENCO PE Lead PE Coach Class Teachers	Activities are adapted as needed, including duration and breaks built in as required.	Monitoring Learning Walks	Ongoing
	C	Curriculum promotes inclusion, diversity and accessibility.	HT DHT AHT SENCO Curriculum Lead, Subject Leaders	Pupils understand and are able to talk about diversity and inclusion. P4C and PHSE lessons plus themed assemblies and visitors Pupil Voice	Assembly schedule Subject overviews Values	Ongoing

			Class Teachers	All children can access and adaptations are made as necessary		
	C	Curriculum content and resources includes people from different races/cultures/religions and those with disabilities. Middle leaders and subject monitor and evaluate the impact of their subject, considering it's contribution to the overall curriculum aims	Curriculum Lead, subject leaders, AHT SENCO	Planning and subject overviews Monitoring	Books, Environment Pupil voice Monitoring Class artists, authors, class readers Assembly schedule	Ongoing
	C	To ensure expectations of BCC SEND Ordinarily available guidance are embedded in school practice	SENCO	CPD meetings	Books, Environment Pupil voice Monitoring	ongoing
To improve access, progress and participation for children with Social, Emotional and Mental Difficulties.	C	Continue to offer referrals to Our Place mentors for any children exhibiting SEMH needs.	DHT AHT SENCO Pastoral Manager	CAR Meeting	Meetings, support identified.	Ongoing
	C	Engage with Compass Group Mental Health Team and access support for pupils	DHT AHT SENCO Pastoral Manager	CAR Meeting	Impact and children seen for groups and 1 to 1	Ongoing
		One member of staff to receive Mental Health First Aid Training.	Pastoral Manager	Cost of training and time	One member of staff fully trained and competent	Completed

					in strategies of support.	
	C, E	Provide reactive support for children displaying SEMH difficulties during the school day.	Pastoral Manager, SLT AHT SENCo	Behaviour reflection sheets Calm down resources Quiet space Personalised charts Focus on desired behaviour Sensory paths and equipment, emotions charts to enable self-regulation.	CAR meetings On going monitoring Refer to outside agencies	Ongoing
	C, I	Wellbeing team look at ways to enhance the wellbeing of pupils and staff throughout the school.	Wellbeing Team SLT AHT SENCO	Time to allow WBT to meet Wellbeing week/mental health activities shared throughout during designated week Encourage pupils to use breathing exercises each day and when under pressure, feeling stressed. Use of calm spaces and emotions charts to enable self-regulation. Use visual symbols for support.	Meeting outcomes Pupil Voice Events scheduled Charts and incidents recorded as necessary, clam spaces available	Ongoing
All data is recorded and analysed in a regular and	I, C	Use toolkits and Toolkit Progress Tracker to track	AHT SENCo	Time Training and support for staff on toolkits,	Toolkits and TPT being used throughout	Termly assessments

<p>systematic way and is used to inform the development plan.</p> <p>To improve the use, knowledge and expertise of a full range of specialists and external agencies to plan strategically, deliver inclusive practice, and implement a graduated response.</p>		progress and inform interventions and teaching.	All teaching staff.	TPT and interventions to ensure increased knowledge and appropriate support and resources are provided for all pupils as needed.	school to record progress of children on SEND register who are significantly below in one or more subjects. Termly assessments to feed into SEND reviews and Pupil Progress Meetings.	
	I,C	Share knowledge and training from outside agencies identified to support individual pupils, class teachers, TAs and parents.	AHT SENCO TAs	Discussions with outside agencies, class teachers and pupils. Information and reports shared with parents to enable them to access support. Training insets for staff, share workshops and drop ins.	TPT updated each term and data feeds into Send reviews, One Page Profiles, planning meetings, graduated approach, OAG, provision planned for children as required	Ongoing
	I	Pupils and Parents/Carers have access to curriculum information and all other school information in a format that meets their needs.	AHT SENCO All staff	InPrint 4 used for visual aids and communication. Information is available in different formats, large print, braille,	Information is provided in a range of options suitable for pupils and parents/carers.	Ongoing

				translated into home language as necessary. Seek suitable translators as necessary for meetings. Review regularly. Ensure all communication and letters sent home are accessible. Look at Hearing loops for meetings. One in place in school reception.		
The environment is adapted to the needs of the pupils.	E	Ensure there is suitable wheelchair access across the areas of the school.	AHT SENCO BSM	Audit tool completed via annual environment walk.	Building is accessible and all equipment is checked and serviced within timescales.	Annually in June. Ongoing for checks.
		Disabled access toilets including appropriate changing facilities	AHT SENCO BSM	Access across the key stages	Building is accessible and all equipment is checked and serviced within timescales.	Annually in June. Ongoing for checks.
		Internal doors are wide enough for wheelchair access	AHT SENCO BSM	Audit tool completed via annual environment walk.	Building is accessible and all equipment is checked and serviced within timescales.	

		Personal Emergency Evacuation Plans (PEEP) are in place as needed for pupils.	AHT SENCO BSM	All fire marshals have up to date training. PEEPS in place as necessary.	Individuals have a PEEP which is communicated and reviewed termly as needed.	Annually
		Emergency systems have visual alarms.	AHT SENCO BSM	Audit tool completed via annual environment walk.	Building is accessible and all equipment is checked and serviced within timescales. Use of Visuals to support children.	Annually
		Maintain the physical environment to enable good access for pupils.	AHT SENCO BSM All staff	Annual review of furnishings, classroom layouts and timetables to ensure full access for all.	Environment is clear and accessible. Cleaning schedule in place. Staff report any hazards or broken equipment immediately. SEND Reviews, One Page Profiles with adaptations on as needed. Care plans updated and available.	Ongoing Termly SEND Reviews.