Accessibility Plan 2026–2027

(In line with Equality Act 2010 and SEND Code of Practice 2015)

Purpose of the Plan

This Accessibility Plan sets out how Bickleigh Down CE (Aided) Primary School will:

1. **Increase access to the curriculum** for disabled pupils
2. **Improve the physical environment**
3. **Improve the availability of accessible information**

This school is committed to eliminating discrimination, advancing equality of opportunity, and fostering good relations.

Strand A: Access to the Curriculum

Targets	Strategies / Actions	Timescale	Success Criteria / Impact
Ensure all staff can meet the needs of pupils with disabilities effectively	- Ongoing CPD on SEND, adaptive teaching and inclusion - Training on specific needs (e.g. autism, SEMH, sensory needs) - Use of external specialists (e.g. Educational Psychologist, advisory services)	Ongoing (review termly)	- Staff demonstrate inclusive practice in lesson observations - Increased pupil engagement and progress
Ensure high-quality adaptive teaching for all learners	- Embed inclusive teaching strategies (scaffolding, flexible grouping, assistive technology) - Use of provision maps and graduated approach (Assess–Plan–Do–Review)	Ongoing	- Gaps in progress reduce - Positive pupil voice feedback - Pupils access classroom learning and are calm and engaged in learning
Strengthen pupil and parent voice in SEND provision	- Regular consultations with parents - SEN reviews and pupil voice activities	Termly / ongoing	- Parents report high satisfaction - Children's voices are heard and part of individual learning plans and EHCP reviews - Provision reflects individual needs

Ensure curriculum is accessible and inclusive	- Regular curriculum audits - Reasonable adjustments implemented - Access to enrichment activities for all	Annual + ongoing	- All pupils participate fully in school life

Strand B: Improving the Physical Environment

Targets	Strategies / Actions	Timescale	Success Criteria / Impact
Maintain an accessible environment for all users	- Audit of site accessibility (entrances, classrooms, toilets, signage) - Ensure compliance with accessibility standards	Annual review	- All pupils can safely access learning environments
Meet individual physical and sensory needs	- Personalised risk assessments and provision plans - Adaptations (e.g. seating, lighting, quiet spaces, larger font/text)	As required	- Individual needs met effectively - Reduced barriers to participation
Plan for future improvements	- Governors consider accessibility in all building works - Consultation with external advisors where needed	Ongoing	- Accessibility embedded in long-term planning
Improve sensory environment	- Review lighting, acoustics, and classroom layouts - Provide low-stimulation or breakout areas where needed	Within 12 months	- Improved engagement for pupils with sensory needs

Strand C: Improving Access to Information

Targets	Strategies / Actions	Timescale	Success Criteria / Impact
Ensure information is accessible to all	- Provide information in alternative formats (large print, visual, digital, translated) - Use assistive technology where appropriate - Interpreter support through the Devon Ethnically Diverse Education Achievement Service (EDEAS)	Ongoing	- All families can access key information
Improve staff awareness of communication needs	- Training in inclusive communication strategies - Awareness of pupils' individual communication profiles	Ongoing	- Improved pupil understanding and independence

Strengthen communication with parents and carers	- Use multiple communication methods (email, phone, face-to-face, translated materials)	Ongoing	- Increased parent engagement
Work with external agencies	- Seek advice from specialist services where appropriate	As needed	- High-quality support tailored to need

Monitoring and Review

- The Accessibility Plan will be **reviewed annually** by the Senior Leadership Team and Governors
- Progress will be monitored through:
  - SEN reviews and pupil progress data
  - Learning walks and observations
  - Pupil and parent voice
  - Governor oversight

Key Updates

- Replaced outdated **Disability Discrimination Act** with **Equality Act 2010**
- Reference to **adaptive teaching (not just differentiation)**
- Embedded **graduated approach (Assess–Plan–Do–Review)**

Reviewed by Senior Leadership Team: 21/5/26 …… **Date:** ……

Agreed by Chair of Governors: 11/6/26 …….. **Date:** ……..