St Lawrence Primary School

Accessibility Plan 2026-2029 with annual review cycle

Date Written:	September 2026	**Responsibility:**	Principal together with partnership services
Date Reviewed:		**Next Review:**	September 2027

Purpose of the plan:
The purpose of this plan is to show how, over time, St Lawrence Primary School intends to increase accessibility of our school for children, parents, and staff with disabilities, vulnerabilities and certain considerations which would mean accessing all aspects of school life could prove difficult.

St Lawrence Primary School is committed to:

- enabling full curriculum access that values and includes all pupils, staff and community visitors irrespective of any disability or special educational need, additional consideration they may have.
- creating a safe environment where staff, parents and visitors regardless of their physical, sensory, social and emotional needs can gain full access and make a contribution to the life of the school community.
- continually improving how written information is made available to all members of the school community, so that it is presented clearly and in a way that can be understood.

Definition of disability:
According to the Equality Act 2010, a person has a disability if:

a) He or she has a physical or mental impairment.
b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Linked documents and policies

The Accessibility Plan should be read in conjunction with the following school policies and procedural documents:

- Respectful Relationships Policy THPT
- Supporting Children at School with Medical Conditions, including Intimate Care THPT
- Children with Health Needs THPT
- Equality Policy THPT
- Health and Safety Policy THPT
- Mental Health and Emotional Wellbeing Policy THPT
- Responding to Concerns Policy and Guidance THPT
- SEND Policy THPT
- Equality Objectives for St Lawrence Primary School

Plan availability:

The school will make the Accessibility Plan available in the following ways:

- a copy is presented on the school's website;
- paper copies can be requested from the front office (copies can be made available in large print)
- copies can be e-mailed to parents on request

Review and evaluation:

It is a requirement that the accessibility plan is resourced, implemented, reviewed and revised as necessary, and reported on annually. Below is a set of action plans showing how St Lawrence will address the priorities identified in the plan. The plan is valid for three years (2026 – 2028)

Date reviewed: September 2026
Next review date: September 2027

Section 2: Aims and objectives

Our aims are to:

Aim 1: To ensure every pupil can successfully access the curriculum through adaptive teaching, secure foundational knowledge, effective assessment and provision that meets individual need.

Aim 2: To ensure all families can access information, support and decision-making processes through clear communication, strong partnerships and responsive provision.

Aim 3: To optimise physical access and safe movement around school for all learners.

Aim 1: To ensure every pupil can successfully access the curriculum through adaptive teaching, secure foundational knowledge, effective assessment and provision that meets individual need.

Goal	Success Criteria	Action / Strategies	Leader	Review		
				Summer 2026	Summer 2027	Summer 2028
To ensure every pupil can successfully access the curriculum through adaptive teaching, secure foundational knowledge, effective assessment and provision that meets individual needs, enabling all pupils to achieve success from their starting points.	Teachers consistently use adaptive teaching strategies and can articulate the needs of vulnerable learners. • Curriculum materials are routinely adapted through visuals, vocabulary scaffolds, dual coding and assistive technology. • Learning walks demonstrate inclusive practice is evident in all classrooms. • Pupils with SEND, disadvantaged pupils and those with communication needs access the full curriculum alongside peers. • Assessment demonstrates gaps	**2026 - 2027** • Deliver whole staff training to further strengthen adaptive teaching strategies (linked to) addressing barriers for pupils who are SEND • Embed the use of visual scaffolds, dual coding, pre-teaching and vocabulary instruction across all subjects. • Refine teachers' understanding of foundational knowledge i) how to teach to prevent gaps	Deputy Headteacher (Inclusion Lead)			

	in foundational knowledge are identified early and addressed swiftly. • Parent voice indicates confidence that learning needs are understood and supported. • Vulnerable pupils make progress from their individual starting points and participate fully in learning.	ii) how to most effectively address gaps (and how gaps can create barriers to curriculum access.) • Increase the range of assessment systems used to identify barriers to learning and inform adaptive teaching. • Expand use of communication-friendly classroom environments. • Refine SEND pupil passports to ensure further improved staff understanding of individual needs and effective strategies. • Refine current targeted interventions that support access to the classroom curriculum without creating dependency. • Explore and introduce assistive technology where appropriate. **2027 - 2028** • Strengthen the consistency of adaptive practice				

		(through learning walks, book reviews and pupil voice) as a result of monitoring feedback and coaching • Build on staff expertise in supporting pupils with complex SEND and speech and language needs. • Review curriculum resources to ensure accessibility across all subject areas. • Strengthen transition arrangements for pupils with SEND between year groups. **2028 – 2029** • Evaluate impact of adaptive teaching on SEND and disadvantaged pupil outcomes. • Continue to refine provision based on attainment, progress and pupil voice data. • Share and embed effective inclusive practice across the school.				

Aim 2: To ensure all families can access information, support and decision-making processes through clear communication, strong partnerships and responsive provision.

Goal	Success Criteria	Action / Strategies	Leader	Review		
				Summer 2026	Summer 2027	Summer 2028
To ensure all families can access information, support and decision-making processes through clear communication, strong partnerships and responsive provision.	• Parents report that communication is clear, accessible and supportive. • Families of pupils with SEND feel involved in planning and reviewing provision. • Attendance at	2026 – 2027 • Audit parents views on the accessibility of school communication • Review all parent-facing communication to ensure accessibility and clarity. • Continue SEND clinics and parent consultation	Headteacher			

	workshops, SEND clinics and parent meetings increases. • Information is available in formats that meet the needs of the school community. • Parents understand how to access support and contribute to decision-making. • Website and statutory information remain accessible and compliant. • Family engagement contributes positively to pupil outcomes and attendance.	opportunities. • Strengthen communication around attendance, wellbeing and inclusion. • Ensure key information can be made available in alternative formats where required. • Review website accessibility and statutory information and work on new website development to support increasing accessibility • Develop guidance materials and implement workshops to support parents in helping their children succeed. 2027 - 2028 • Expand opportunities for parental engagement through workshops and information sessions. • Re-audit and compare parents' views on the accessibility of school communication				

		• Develop resources to support families with attendance, learning and wellbeing. • Strengthen partnership working around pupils requiring additional support. 2028 – 2029 • Evaluate family engagement and accessibility measures. • Adapt communication systems in response to community feedback. • Complete annual audit of parents views on the accessibility of school communication • Identify emerging family needs and update support offer accordingly.				

Aim 3: To optimise physical access and safe movement around school for all learners.

Goal	Success Criteria	Action / Strategies	Leader	Review		
				Summer 2026	Summer 2027	Summer 2028

Ensure that all pupils with physical, medical, or mobility needs can move safely and independently around the school site.	• All pupils can access learning environments, communal spaces and enrichment opportunities safely and with dignity. • Individual accessibility needs are identified promptly and appropriate adjustments are implemented. • Classrooms and shared spaces provide environments that support physical, sensory and communication needs. • PEEPs, risk assessments and medical plans are in place, regularly reviewed and understood by relevant staff. • Accessibility audits demonstrate continuous improvement in the school environment. • Educational visits, clubs and wider opportunities are accessible to all pupils.	**2026 – 2027** • Complete an annual accessibility audit to identify barriers to access and participation. • Review the accessibility of classrooms, entrances, playgrounds, hall spaces and learning environments. • Ensure all pupils requiring PEEPs, medical plans or risk assessments have up-to-date documentation. • Audit specialist equipment, furniture and sensory resources and identify future requirements. • Review classroom layouts to maximise safe movement and accessibility. • Ensure all educational visits, residentials and enrichment opportunities include accessibility planning and reasonable adjustments. • Develop sensory-friendly spaces and	Headteacher Estates Partner			

	• Appropriate specialist equipment and resources are available when required. • Staff understand their responsibilities in supporting accessibility and safe movement around school. • Pupils and families report that barriers to participation are minimised and addressed effectively.	communication-friendly environments where appropriate. • Provide annual staff training on accessibility, medical needs and inclusion. **2027 – 2028** • Implement priority improvements identified through the accessibility audit. • Review accessibility of signage, wayfinding and navigation throughout the school site. • Explore opportunities to improve physical accessibility, including handrails, access routes and specialist equipment where required. • Review the suitability of intervention spaces and nurture provision for pupils with sensory or physical needs. • Ensure accessibility				

		considerations are embedded within any premises developments or refurbishment projects. • Evaluate pupil and parent feedback regarding physical access to school. **2028 – 2029** • Review the impact of environmental adaptations and accessibility improvements. • Complete a full accessibility audit and establish priorities for the next planning cycle. • Ensure all areas of the school continue to meet the changing needs of pupils and the wider community. • Maintain a proactive approach to identifying and removing barriers to participation. • Share good practice and evaluate the effectiveness of accessibility provision through stakeholder				

		feedback.				

Section 3: Access audit

GENERAL	YES	NO	N/A	ACTION NEEDED
Are pathways and routes logical and well signed? *(both internal & external)*	X			
Is appropriate furniture & equipment provided to meet the needs of individual pupils?	x			
Do furniture layouts allow easy movement for pupils with disabilities?	X			
Are quiet rooms/calming rooms available to children who need this &?	X			Further development of sensory room needed

GETTING TO THE BUILDING	Yes	No	N/A	ACTION NEEDED
Are car park spaces reserved for disabled people near the main entrance?	x			
Are there any barriers to easy movement around the site and to themain entrance?	X			
Are steps needed for access to the main entrance?		X		
Do all those steps have a contrasting colour edging?	X			
If there are steps, is a ramp provided to access the main entrance?			X	
Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?		x		
Is it possible for a wheelchair user to get through the principal door unaided?	X			
If no, is an alternative wheelchair accessible entrance provided?				

INTERNAL FACILITIES/ACCESS TO THE CURRICULUM	Yes	No	N/A	ACTION NEEDED
If there is a lobby at the main entrance, is it possible for a wheelchair-user to negotiate the doors?	**X**			
Is the entrance welcoming, calm and friendly, promoting a sense of belonging for all?	X			
Do all internal doors allow a wheelchair user to get through unaided		**X**		
Do all the corridors have a clear unobstructed width of 1.2m?	x			
Does the main building have a wheelchair accessible toilet?	x			
If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	x			Not on staffroom stairs
Is there a continuous handrail on each internal stair flight and landing?	x			Not on staffroom stairs
Does the building have a lift that can be used by wheelchair users?		X		
Do you have any other sort of mechanical means provided to move between floors? If yes, please state		X		
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	x			
Is a hearing induction loop available (either fixed or portable) in the school?		X		
Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		X		
Are their quiet spaces across the school that reduce the level of noise distraction and create a quiet space to go if there is a sensory need? Have acoustics in certain rooms been considered?	X			

Does the lighting consider those with sensory needs and those that require good light to support their eyesight?		x		
Is there appropriate access to equipment within practical classrooms such as DT, art, Food tech/PE has the height of the equipment been considered when looking at accessibility	X			
Has OAP been considered within all classrooms, in terms of access to all aspects of the curriculum? Look at this criterion alongside the OAP framework	X			
Have considerations been made to dyslexia and communication friendly workspaces?	X			
Access to the catering facilities, toilet spaces and changing spaces	X			
Are spaces clutter free and free from obstruction for those with sensory needs?	X			