



Our School Vision

In our school:

we love deeply, respecting everyone and treating them with dignity;
we aspire with confidence, working hard and embracing challenge;
we serve God and our community, following the example of Jesus, to create a better world.

"Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us." Ephesians 5:2 (NLT)

Accessibility Policy and Plan 2026-2029

Policy period: 2026-2029 | Review: annually, with a full accessibility plan review at least every three years | Approval: Governing Body | Lead: Headteacher / SENDCo | Publication: school website following ratification

"Every Child Belongs. Every Child Achieves. Every Child Thrives."

Aims and Objectives

Implementation and evaluation: Accessibility is reviewed through the school's monitoring cycle, including learning walks, book looks, pupil progress meetings, provision reviews, attendance and behaviour information, pupil and parent voice, and feedback from external professionals. Findings inform CPD, reasonable adjustments, resource deployment and next steps. The SENDCo reports to senior leaders and governors so that leaders can evaluate the consistency and impact of provision.

Current good practice

- Physical Environment
- Curriculum
- Information

Access Audit

Management, coordination and implementation Action Plan

Vision statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

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

Throughout this plan, the school uses strengths-based and barrier-focused language when describing inclusive practice. The terms 'disability' and 'disabled' are retained only where necessary to reflect the statutory wording and duties of the Equality Act 2010.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

At Latymer All Saints C of E Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a

respectful, caring attitude towards each other and the environment both locally and globally. This ethos is underpinned by our values of 'Love, Aspiration and Service.

1. The Latymer All Saints Accessibility Plan is informed by Local Authority guidance and developed in consultation with pupils, parents and carers, staff and governors. The school works in partnership with external professionals and specialist services so that advice is translated into appropriate scaffolding, adaptations, reasonable adjustments and provision that reduce barriers to learning and participation.
2. The document will be used to advise other school planning documents and policies (See the Inclusion and SEND Information)
3. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.
4. Latymer All Saints C of E Primary School is committed to an inclusive learning community in which barriers to learning, participation and belonging are anticipated, identified and reduced. We value the strengths and needs of all pupils, staff, parents, carers and visitors and take positive action, including reasonable adjustments where required, in accordance with the Equality Act 2010. Our approach promotes dignity, equity, independence, participation and a strong sense of belonging.
5. The Accessibility Plan sets out how the school will anticipate, identify and reduce barriers to access, learning and participation for members of the school community, including those who meet the legal definition of disability under the Equality Act 2010. It identifies reasonable adjustments and planned improvements within clear timescales. The Accessibility Plan contains relevant and timely actions to:
 - Increase access to an ambitious curriculum and the wider life of the school by identifying and reducing barriers to learning and participation. This includes high-quality adaptive teaching, appropriate scaffolding, reasonable adjustments, specialist or auxiliary aids, accessible resources and support that enables pupils to participate in lessons, clubs, visits, cultural activities and enrichment opportunities alongside their peers;
 - Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary; this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Improve the accessibility of information for pupils, staff, parents, carers and visitors by providing information in formats that respond to identified communication, sensory, language and accessibility needs. This may include adapted handouts, visual timetables, accessible digital information, symbols, translated information or other appropriate formats within a reasonable timeframe.

6. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
7. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
8. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Policy
 - Curriculum Policy
 - Emergency Procedures Policy
 - Equal Opportunities Policy
 - Health & Safety Policy
 - School Prospectus
 - School Improvement Plan
 - Special Educational Needs Policy
 - Inclusion Policy
9. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan.
10. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
11. The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.

Aims and Objectives

- o Increase access to the curriculum by reducing barriers to learning and participation
- o Improve and maintain access to the physical environment
- o Improve the delivery of written information to members of the school community

Current Good Practice

Physical Environment

Pupils with SEND are supported to participate fully in the wider life of the school, including clubs, trips, enrichment, lunchtimes and breaktimes. Where barriers to participation are identified, the school provides appropriate scaffolding, reasonable adjustments, accessible resources and, where necessary, additional adult support. Provision is personalised according to need and reviewed to promote increasing independence, confidence and belonging.

Curriculum

High-quality adaptive teaching is the starting point for meeting pupils' needs. Teachers use purposeful scaffolding and adaptations to reduce barriers while maintaining ambitious expectations. These may include explicit instruction, modelling, visual and practical resources, pre-teaching and overlearning, vocabulary and communication support, adapted recording methods, targeted intervention, sensory or movement supports and, where appropriate, personalised timetables or specialist provision. Scaffolds are reviewed and reduced where possible to promote independence.

Information

Accessible communication approaches are used so that pupils with SEND can understand information, express their views and participate in decisions about their learning and provision. Information for pupils, parents, carers and staff is provided in appropriate formats, with communication needs considered proactively.

- Individual support from the PSA
- Website
- Targeted letters
- Interpreters for EAL parents
- Coffee information mornings
- Network with external agencies

Access Audit

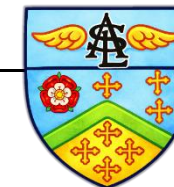
The school building is on one level with wide corridors and accessible doorways. All classrooms have doors that open out to the outside areas and all areas of the school; Halls and Nursery Building, Pavilion and the Log Cabin have wheelchair access. (Ramps are available for access to these areas)

On-site car parking for staff and visitors includes two dedicated disabled parking bays. The main entrance features a secure lobby. There are disabled toilet facilities available, one in the Foundation Stage, one outside the Junior Hall, and one in the Welfare Room. There are also toilets in the Pavilion and on the school field which are accessible to wheelchair users.

The school has internal emergency signage and clearly marked escape routes. Emergency procedures include individualised arrangements and reasonable adjustments for pupils who experience additional barriers to safe evacuation or emergency routines.

Management, coordination and implementation

- We will seek appropriate specialist advice when new or changing accessibility needs and barriers are identified for pupils, staff, parents, carers or visitors.
- The Governors and Headship Team will work closely with the Local Authority and Diocese.



Aim 1: To increase access, participation and belonging by reducing barriers to the school curriculum and wider school life.

Our key objective is to anticipate, identify and reduce barriers to learning and participation so that pupils, including those with SEND and those who meet the legal definition of disability, can access an ambitious curriculum and participate fully in the school community.

SHORT TERM				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010. SEND code of practice Review with SLT, consult with Governors and disseminate information.	Ongoing	HT Governors All subject leaders	All policies clearly reflect inclusive practice and procedure
To ensure that the classroom curriculum meets the needs of each child.	Embed high-quality adaptive teaching and the 'What, Why, Where?' approach. Use explicit instruction, scaffolding, visuals, vocabulary support, manipulatives, communication supports and reasonable adjustments. Embed the Russet House Curriculum and assessment framework within Trinity where personalised provision is required.	Ongoing	SLT All Subject Leaders All teachers	Pupils with SEND access the same ambitious curriculum wherever appropriate. Monitoring shows adaptations are increasingly consistent, barriers are reduced and pupils participate and make progress from their starting points.

To track and monitor pupils' attainment so that they achieve and succeed.	Use Insight, Individual Learning/Support Plans, provision mapping and the Assess-Plan-Do-Review cycle to identify gaps, review provision and track progress from individual starting points. Use appropriate specialist assessment frameworks within Trinity.	Ongoing.	SENDCO member of SLT and reports weekly, SEND plans and provision. Monitoring progress and attainment.	Leaders can demonstrate the impact of provision through progress, engagement and participation. Pupil progress meetings lead to timely changes where support is not having sufficient impact.
Embed staff expertise in inclusive and adaptive practice.	Provide targeted whole-school and specialist CPD informed by pupil and staff need. Evaluate implementation through learning walks, book looks, pupil progress meetings, staff feedback and provision reviews.	Ongoing	SENDCo SLT Subject Leaders SEND Champions BVP External agencies	Staff confidence and practice improve; agreed strategies are implemented more consistently and monitoring demonstrates impact on access, participation and progress.

MEDIUM TERM				
To review termly the attainment of all pupils with SEN.	SLT/Class teacher meetings, to look at pupil progress Scrutiny of assessment system. Regular liaison with parents Pupil progress meetings	Termly	Class teachers SLT SENDCO	Progress made towards 'Assessment Cycle' aims/objectives. Provision mapping shows clear steps and progress made Provision is reviewed and adjusted in response to evidence of need and impact.
To ensure that the curriculum includes 'challenge' for more able pupils.	Review and monitoring of the curriculum by the AHT lead and SLs, to ensure challenge is part of planning and outcomes for learners. Pupil progress meetings Learning walks Books scrutiny Effective use of Insight assessment tool. DH delivering Literacy lessons to more able pupils	Ongoing Annually	AHT for curriculum Subject Leads Class teachers DH	More able children making proportionate progress. Achieving above average results specially in Writing

To promote participation, belonging and equitable access for pupils with SEND across all aspects of school life.	Audit participation of pupils with SEND in curriculum, breakfast club, clubs, trips, assemblies and enrichment. Identify barriers and make reasonable adjustments, including communication, sensory, physical and staffing support. Seek pupil and parent views about access and belonging.	Ongoing		Pupils with SEND are represented across the wider offer. Barriers are identified and addressed; pupil voice demonstrates increased participation, confidence, independence and belonging.
	Use of manipulatives, visual resources, colourful semantics Trinity class, with a bespoke curriculum and specifically trained staff, for pupils with complex communication, interaction and sensory needs. Termly EASA support in the classroom. Inclusion and accessibility awareness activities Mental Health & Autism Awareness Weeks PINS project support BVP for SEND with whole school training, SLT SEND consultancy from LA Nurture group (green nest)			
LONG TERM				
To evaluate and review the above short and long term targets annually	Review progress against this plan annually using monitoring evidence, pupil/parent voice, participation, attendance, behaviour, attainment/progress and accessibility audit findings.	Annually	SLT team/ Core curriculum leaders Governors	Governors and leaders can evidence progress against actions, identify remaining barriers and agree measurable next steps.

To deliver findings to the Governing Body	Report accessibility and SEND priorities, progress and impact through relevant governor meetings. Governors scrutinise inclusion, statutory compliance and progress against the plan.	Annually	SLT SEN Governor	Governors are informed and able to provide appropriate challenge and oversight of accessibility and SEND provision.
Strengthen pupil and parent voice in accessibility and SEND evaluation.	Gather views systematically through accessible pupil voice, parent consultations, Annual Reviews, drop-ins and surveys. Record how feedback informs provision, accessibility priorities and school improvement.	Termly / annually	SENDCo SLT Governors	Leaders can evidence how pupil and parent feedback has informed decisions, reduced barriers and improved participation

Aim 2: To improve the physical and sensory environment so that barriers to learning, participation, safety and independence are reduced.

SHORT TERM				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school, through new adaptations of Trinity, music room and Legacy room.	Continue Trinity refurbishment to improve learning, personal care and access to the outdoor environment, including flooring, sink/cabinetry, changing facilities and interactive teaching technology. Review sensory and regulatory needs when adapting learning spaces. Maintain secure access arrangements.	Ongoing programme 2026-2029	SLT/Governors SBM	Environment is safe, accessible and supportive of sensory regulation, communication, engagement and increasing independence.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Asthma Friendly whole school training to be completed. Whole school training on allergies completed (summer 2026) Allergies policy to be ratified and published on school website.	September 2026	DHT Welfare Officer	Reduction of serious Asthma attacks and ensuring children with Asthma have the correct support post attacks. Clear policy and procedures in place.
MEDIUM TERM				
Develop inclusive and sensory-supportive indoor and outdoor environments.	Improve outdoor provision for pupils with complex needs, including opportunities for movement, sensory regulation, communication, play and social interaction. Consider distraction, acoustics, lighting, layout and access when environments are reviewed.	Spring/Summer terms 2027	SLT SENDCO Site Manager SBM	Pupils with SEND can access safe, calm and engaging spaces that support regulation, play, social interaction and learning.
LONG TERM				

To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week. Liaison with the LA Installation of barrier with allocated school run timer ANPR (Automatic Number Plate Recognition) around Granham Gardens and Dunholme Rd. Bikeability for KS2 children	Achieved	SLT	Children come to school in safe and healthy ways.
To maintain accreditation of Enhanced Healthy Schools award	Continue to work towards Healthy Schools awards Travel award	Achieved	Whole school approach	Achievement of award

Aim 3: To improve accessible communication and the delivery of information to pupils, parents and carers.

SHORT TERM				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To reduce communication, interaction and sensory barriers so that pupils with autism can access an ambitious curriculum.	Maintain regular communication with families; use individualised, evidence-informed and multi-sensory approaches; liaise with EASA and relevant specialists; provide staff training; embed the Russet House Curriculum and assessment framework within Trinity.	Ongoing	SEND SLT	Pupils with autism access appropriate, ambitious learning; staff understand individual strengths, needs and adjustments; progress is reviewed from individual starting points.
Ensure pupils with communication differences can express their views and participate in decisions.	Develop Talking Mats with Speech and Language support; use Widgeo and Verbo; provide appropriate AAC/visual communication systems; adapt pupil voice methods for Assess-Plan-Do-Review and EHCP/Annual Review processes.	Spring & Summer Terms 2027	LSAs Class teachers SENCO	Pupils can communicate preferences, needs and views in ways that are accessible to them, and their voice informs provision and review.
To identify and reduce barriers that may affect parents and carers accessing information, meetings and school events.	Identify accessibility needs sensitively and offer reasonable adjustments such as accessible information, interpreters where required, home visits, virtual meetings and flexible meeting/collection arrangements. Use parent drop-ins, coffee mornings, consultations and reviews to strengthen partnership and co-production.	Review September 2028 & mid-year for new entrants.	SLT Pastoral Support Team	Parents and carers can access information, participate in school life and contribute meaningfully to decisions about their child's provision.
MEDIUM TERM				
To review children's records ensuring school's awareness of any barriers to learning	Collect and update relevant information at admission and transition; share strengths, needs, barriers, successful strategies and reasonable adjustments through transition meetings, Annual Reviews, Assess-Plan-Do-Review meetings, health care plans, behaviour/support plans and risk assessments. Ensure information is proportionate and shared with relevant staff.	Annually	SLT PSA Class teachers LSAs Outside agencies SENDCO	Receiving staff understand pupils' needs before transition and appropriate adjustments are in place from the outset, supporting continuity, attendance, participation and successful settling.

LONG TERM				
Arbor and Insight to be reviewed and improved where necessary. Records on Arbor and CPOMS network protected	Maintain accurate SEND, medical and accessibility information on Arbor/CPOMS and use Insight and other appropriate assessment information to identify gaps, track progress and inform provision. Review data quality and accessibility regularly.	Continual review and improvement	Assessment leaders / SLT	Information is accurate, secure and communicated effectively; leaders use evidence to evaluate impact and respond promptly to emerging barriers.