Accessibility Plan

2026-2029

“Work hard, be kind”

Carnarvon Primary School is committed to providing a fully accessible environment that values and includes all pupils, prospective pupils, staff, parents, governors, and visitors, and in which everyone is treated with equal respect. We will strive to promote positive attitudes towards disability and difference, and develop a culture of awareness, understanding and inclusion.

This accessibility plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for implementing, reviewing, and reporting on progress against the Accessibility Plan over a prescribed period. According to the Act, a '*disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities.'*

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

What the plan will include

The accessibility plan will contain relevant actions to:

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the school's physical environment and physical aids to access education.
- Increase access to **the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits.
- Improve access to **information** for pupils, parents, staff and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

It may not be feasible to undertake all of the Accessibility works during the life of this Accessibility Plan, and therefore some items will roll forward into subsequent plans.

The Accessibility Plan will be published on the school website.

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Improve and maintain access to the physical environment of the school

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term and ongoing	Ensure that all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans (where appropriate) for all disabled children Ensure all staff are aware of their responsibilities in an emergency evacuation	Autumn 2026 and on-going	HT/ Governors	All disabled children and staff working with them are safe and confident in an emergency. All staff and children are confident about what to do in an emergency.
Medium & Long Term	Ensure that access for disabled members of the school community is considered at the planning stage of any future building works	School has input in design of any building. Advice of specialists sought if needed	As required	HT / Site Manager Governors	All pupils will have clear and safe access around the school

Improve and maintain access to the curriculum for pupils with a disability

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short-term and ongoing	Information about pupils accessible	SEND Register kept up to date. Information shared between Class Teacher, TAs and SENCO.	Ongoing – Friday staff briefings	SENCO Class Teachers TAs	Information available for staff. Issues raised and information shared. Information available for TAs.
			Ongoing – Tuesday TA meetings	SENCO TAs	
	SEND support	Pupils with identified disabilities have their support reviewed by the SENCo, and hours are allocated for TA support.	Ongoing	SENCo	TAs deployed effectively to support pupils with identified needs.
	Individual Provision Maps	SEND pupils have an Individual Provision Plan (IPP) showing where support takes place	Ongoing	Class Teacher Copies to SENCo	All SEN children have a Support Plan and participate in formulating and reviewing it.

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Improve and maintain access to the curriculum for pupils with a disability contd.

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short-term and ongoing	SEND Tracking	Progress of pupils tracked	Termly	Class Teachers at IPP Reviews	Clear system for showing progress of SEND pupils – informs allocation of support and target teaching
	Parent Involvement for Children with SEND (including those with an ECHP)	SEND review meeting with parents, SENCO and external agencies; annual EHCP meeting with parents and external agencies	As required	SENCO to arrange and invite external agencies as necessary.	Parents involved in review of provision.
	Links with external agencies through the Springboard meeting	Continue to develop links with external agencies	When required, depending on pupils' needs. Termly.	SENCO	External agencies support our students when needed.
	To ensure the school continues to develop the children's understanding of disability	Ensure learning resources (books, etc.) show positive examples of people with disabilities. Assemblies will sometimes focus on disability. Invite people with disabilities to speak to the children.	Ongoing	HT All teachers who lead assemblies	People with disabilities are seen in a positive light. Children are taught about equality and how to manage disability.
	Carefully plan for transition for any pupils with SEND between year groups and from Year 6 to secondary schools.	Clear plan which will show: • Approaches that have been successful in the past. • Adequate time is given to make any necessary changes to our locations (including any refurbishments)	Ongoing as required	HT, SENCO Advice from external professionals as necessary.	Transition points are managed smoothly with as little distress to the pupil as possible. Children who join Carnarvon with SEND are able to stay until the end of Year 6
	Supporting children's mental health	• 1:1 counselling sessions • 1:1 ELSA sessions • PSHE curriculum	Ongoing as required	HT, SENCO, DSL	Vulnerable children are identified and referred to the mental health team in school. Access to counselling supports children to improve their mental health and emotional wellbeing

	Provide access to our Hub provision for our more vulnerable pupils	• Identify children who would benefit from attending daily nurture provision • Support for transition times – first 15 minutes of the day and last 30 minutes • Social skills and life skills that are practised throughout the week.	Reviewed half-termly	HT, DHT, SENCO, Nurture Lead	Identify vulnerable children and ensure they receive the support they need from the nurture group. Behaviour and emotional wellbeing improve over time.
	Ensure PE continues to be accessible to all	• Spare, clean PE kit provided for those children who need it • Adapted PE resources provided where needed • Use of adapted planning to allow participation by all.	Ongoing, as required	PE CCT	All children are able to access the full PE curriculum and work towards attaining age-related expectations
Medium & Long Term	Provide more staff training to meet the needs of SEND pupils	Empower staff to deal with students appropriately ELSA training for extra TA Termly training by SENCO	Training to be arranged termly as needs arise	All staff	Teachers and Support staff effectively accommodate needs of identified students
	Improve accessibility of school trips and residentials	Review accessibility for identified students on trips and residentials. Share appropriate information on residentials with parents and pupils Carry out Risk Assessment	When trips are planned – use EVOLVE risk assessments	Staff planning trip. HT to authorise	Procedures for planning trips ensure accessibility issues are considered.

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Improve access to information for pupils and parents with a disability

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short-term and ongoing	Ensure all staff are aware of accessible formats	Encourage the use of good-practice guidance from outside agencies, e.g., alternative ways of presenting information to children.	Ongoing	HT and SENCO	Children feel more confident to record their work in a way that is individual to them.
	Information on website accessible to all	Ensure text can be translated for information on website. Ensure prospectus booklet is also available on website. Ensure website is compliant with requirements for access by people with visual impairment.	Autumn 2026	HT, SBM & SENCO	The website will provide clear information that everyone who needs it can access.
	Ensure children returning to class following 1:1 / small group time are fully integrated into class work	The teacher will provide one-to-one time to explain the work and expectations for the session.	Ongoing	Class teachers	Children feel more confident and fully integrated when returning to their class.
	Consider availability of and access to information for blind and hearing-impaired stakeholders where necessary	Regular assessment of needs. Regular consideration of font, size, and typeset of school correspondence.	Ongoing	HT SENCO SBM	Partially sighted/hearing-impaired stakeholders have better access to correspondence.

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium & Long Term	Improve information for parents so they can support their children in school activities	Increase information on extra-curricular activities for parents and children via the website and newsletters.	Autumn 2026	HT / Class teacher	Parents feel confident and able to support their children in all school activities, as reflected in parental feedback.
	Children to become more aware of their own learning styles and access needs	Group work/circle time/pupil surveys encourage children to express their access needs and explore learning styles.	2026-2027	HT / Class teacher	Children can more readily articulate their access needs and understand their own learning styles.
	Improve policy information to parents so they can support their children	Ensure SEN Policy is parent-friendly and increases parents' awareness and access to this document.	Autumn 2026	HT / SENCO	Parents feel confident and able to support their children. Parents understand the learning support processes within our school.