



SEND CHURCH OF ENGLAND PRIMARY SCHOOL

Accessibility Plan 2026 - 2029

Agreed: Spring Term 2026

Update: Annual

Review: Spring Term 2029

Statutory

Schools' planning duty rationale

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the SEND Discrimination Act (DDA) and which have been replicated in the Equality Act 2010.

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". The effect must be substantial, long term and adverse.

This Accessibility Plan forms part of the school's SEND Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three 'key areas':

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. This includes improvements to the physical environment of the school and physical aids to access education.
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. The plan is to be reviewed and updated at least every three years.

At Send CofE Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

As stated above, Send CofE Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

1. Special Educational Needs
2. Equal Opportunities
3. The Surrey Special Educational Needs Local Offer
4. Health & Safety policy
5. Supporting Pupils with Medical Conditions

This plan itself will also be used to advise and inform other school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Send CofE has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Surrey SEND team, outreach services, health professionals, Occupational Therapy, Speech and Language Therapy and Educational Psychology Service, the SENDco manages the statutory assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

The school's inclusion team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Educational Psychology Service
- Mind Works Surrey
- GPs and paediatricians
- School Nurse Team
- Specialist Teachers for Inclusive Practice

The school's governors, senior leaders, teachers, teaching assistants and administrative

assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs and disabilities such as;

- Attention Deficit Hyperactivity Disorder
- Sensory Impairments
- Specific medical conditions including diabetes
- Autism / Social Communication Needs
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- add/ change as needed.

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Action Plan

Aim 1: Improve the physical environment

Target	Strategy / Action	Timescale	Responsibility	Resource Implications	Success Criteria
Ensure wheelchair users can alert the office.	Install a wireless doorbell/intercom at wheelchair height at the bottom of the main entrance steps, with signage: "Please ring for assistance."	Feb 2026	Site Manager	Low (< £50)	Wheelchair users can alert staff to their arrival without needing to shout or wait.
Make reception accessible.	Purchase a portable "clip-on" lower writing shelf or keep a designated clipboard available for signing in visitors in wheelchairs.	Feb 2026	Office Manager	Low (< £30)	Visitors in wheelchairs can sign in comfortably.
Improve safety on stairs.	Check all stairs for permanent, contrasting stair nosings (metal or heavy-duty plastic). Get quotes for any stairs which require nosing to meet regulations.	Summer 2026	Site Manager	Capital / Maintenance	Visual contrast remains effective long-term; trip hazards reduced.
Assist hearing impaired visitors.	Purchase a portable Induction Loop system for the reception desk.	Autumn 2026	SBM / Head	Medium (~£150)	Hearing aid users can communicate clearly with reception staff.

Improve visual navigation.	Audit internal doors. Ensure all door frames contrast with walls. Paint frames where contrast is currently insufficient.	Ongoing	Site Manager	Paint Budget	Visually impaired persons can clearly distinguish door openings.
Long-term access (Main entrance).	Commission a feasibility study/quotes for installing a ramp or platform lift at the main entrance.	2027/28	Governors	None (for quotes)	Governors have costs to make informed decision on capital works.
Emergency safety (deaf pupils and adults).	Seek quotes for installing visual flashing beacons (fire alarms) in toilets/high-noise areas. Implementation subject to funding or fire system upgrade.	Long Term	SBM	Capital	Visual alarms installed when fire system is next upgraded.

Aim 2: Increase access to the curriculum

Target	Strategy / Action	Timescale	Responsibility	Resource Implications	Success Criteria
Reduce visual stress	Ensure every classroom has a set of coloured overlays available. Continue to use white paper generally, but provide buff/pastel handouts specifically upon request or for identified SEND pupils.	Feb 2026	SENDCo	Low	Pupils with visual stress/dyslexia access text without glare using overlays.
Emergency evacuation (mobility).	Draft a "Model PEEP" (Personal Emergency Evacuation Plan) template so it is ready on file.	Feb 2026	SENDCo / H&S	None (Time)	School is ready to implement a PEEP immediately if a child with mobility needs joins.
Inclusive PE equipment.	Audit current PE store. Purchase specific "inclusive" items: balls with bells (auditory), foam javelins, and Velcro mitts to supplement existing bats.	Summer 2026	PE Lead	Low (~£200)	PE inventory includes specific sensory/inclusive equipment ready for use.

Aim 3: Improve delivery of information

Target	Strategy / Action	Timescale	Responsibility	Resource Implications	Success Criteria
Prepare for non-verbal needs.	Ensure the SENDCo has access to a digital library and widgit software to support a total communication approach if a non-verbal child joins.	April 2026	SENDCo	None (Time)	Resources are ready to be deployed immediately upon admission of a non-verbal child.
Ensure parents can access information.	Add a specific question to the annual data collection sheet: "Do you require school correspondence in an alternative format (e.g., Large Print, Braille, Audio)?"	Sept 2026	Office Admin	None	School holds accurate record of parent communication needs.
Improve wayfinding.	As signs need replacing, replace with signage that includes symbols/pictures (e.g., Widget or Makaton icons) alongside text for toilets, office, and hall.	Ongoing	Site Manager	Maintenance	Non-readers can navigate the building more independently.