School Accessibility Policy 2025-26

Name of Policy	Accessibility Policy
Approved by	*W Moore*
Date Approved	30/09/25
Review Period	Three Years
Policy Type	Statutory

1. Physical Environment

Task	Personnel	Target Date	Measurable Target	Cost	Assessment	Evaluation
To ensure full accessibility and inclusivity in all new building projects.	HT SEND team Finance Committee	Ongoing	Incorporate disability access (e.g., ramps, lifts, accessible toilets, wide corridors/doorways) into all new and refurbished areas. Ensure signage, acoustics, and lighting support pupils with visual, hearing, or sensory processing needs.	Dependent on work required.	Meetings with project manager. SEND team learning walks.	
To reorganise classroom areas to accommodate diverse learning needs, including SEND.	HT All Staff	Ongoing	Provide flexible layouts and adaptive seating to support accessibility for wheelchair users, pupils with mobility aids, and those requiring safe spaces or sensory regulation areas.	£1200	Learning walks	

			Ensure resources, displays, and teaching materials are accessible (e.g., visual timetables, enlarged print, dual-language displays, use of symbols and colour coding).	Within classroom budget.	Learning walks, progress meetings, advice from external agencies.
			Embed inclusive teaching strategies so that diversity is represented and valued in the learning environment.	NA	
			Regularly review classroom organisation with input from pupils, parents, and support staff to ensure accessibility and inclusivity remain at the forefront.	NA	

2. Access to Curriculum						
To ensure effective and inclusive learning environments for all, using feedback from diverse pupil groups	HT All staff SEND team School Parliament Lead	Ongoing	Actively gather and respond to feedback from pupils of all abilities, backgrounds, and experiences, including those with SEND, EAL, disabilities, and other additional needs.	NA	Monthly school parliament meetings to gather pupil voice. SSC to be included following settling in period.	
			Promote pupil voice by ensuring feedback mechanisms are accessible to all learners (e.g., using visual aids, interpreters, or assistive technology where appropriate).	NA	SEND team to monitor	

Ensure all teaching is adapted to guarantee equality of access for every learner	HT Teaching staff SEND team Curriculum leads	Ongoing	Use adaptive teaching methods, scaffolding, and personalised resources to remove barriers and enable equal participation in learning.	NA	Progress meetings, staff meetings.	
			Incorporate assistive technologies, visual aids, and alternative formats to support accessibility for pupils with sensory, physical, or cognitive needs.	Within computing budget.	Support from Trafford's assistive technology.	
			Ensure curriculum content reflects diversity and promotes inclusion, so all pupils see themselves positively represented.	NA	Book looks, learning walks.	

Monitoring and tracking individual progress of all pupils to identify and address underachievement.	HT SLT Teaching Staff	Ongoing	Use assessment systems that recognise a wide range of progress, including academic, social, emotional, and communication development.	£1200	SLT and governance meetings.	
			Early identification of barriers to learning and tailored support and interventions that reflect pupils' diverse needs.	NA	Pupil progress meetings.	
			Work with external agencies where appropriate to support individual pupil progress.	NA	SEND team, annual reviews, EP & SALT assessment.	
3. ICT						
Ensure ICT is appropriate, inclusive, and accessible for all pupils, including	HT Computing Lead SEND Team SSC Lead	Priority for 25-26.	Prioritise the purchase and use of software and hardware that supports pupils	Leasing costs to be confirmed for 1:1 devices for Y5 and Y6; KS2	Learning walk by the SENCo alongside the Computing Lead	

those with disabilities.			with SEND, disabilities, EAL, and additional learning needs.	SSC and identified children across mainstream school.		
			Provide adaptive technologies (e.g., screen readers, speech-to-text, voice recognition, alternative keyboards, switch devices, screen magnification).	TBC following procurement exercise	SEND team and computing lead to liaise.	
			Seek advice from specialist support services, including local authority teams, occupational therapists, speech and language therapists, and IT accessibility experts.	NA	As above.	

			Provide training for staff and pupils to use inclusive ICT tools confidently and effectively.	In house	SEND team, computing lead, external support.	
4. Risk Assessments						
Conduct risk assessments for individual pupils and put appropriate support in place	HT Teaching Staff 1:1 staff	Ongoing	Complete risk assessments that consider the diverse needs of pupils, including those with SEND, disabilities (visible and hidden), medical conditions, and behavioural or emotional needs.	NA	All risk assessments to be discussed and agreed with HT.	
			Involve pupils, parents, and relevant professionals in developing risk assessments to ensure they are personalised and practical.	NA		

			Ensure risk assessments balance safety with opportunities for independence, growth, and equal access to enrichment activities.	NA		
Complete risk assessments for all trips and special activities, with individual arrangements in place where required	HT Teaching Staff 1:1 staff		Plan proactively so that accessibility, inclusion, and equality are built into activities from the outset, rather than added as an afterthought.	NA	As above, discussion with HT and SEND team.	
			Provide alternative formats of information (e.g., visual schedules, easy-read guides, translated materials) so that all pupils and parents can engage with trip details.	NA		

5. SSC						
All children within the SSC classes will be given the opportunity to transition between their mainstream classes and be actively involved in school life.	HT, Teaching staff, 1:1 support.	Spring term	Each child's transition plan will be tailored to their needs, drawing on assessments, professional advice, and the child's strengths and interests. We will make all reasonable adjustments to remove barriers to learning. This includes adaptations to the curriculum, classroom environment, teaching strategies, and resources. Staff meeting time for staff CPD to explain the needs of each child in the SSC classes –	Within allocated SSC budget.	SEND team to monitor, annual reviews, pupil progress.	

			triggers to avoid and strategies to support.			