



<b>All Semley CE VA School policies apply to year R to 6 inclusively or Semley CE VA School Staff</b>	
<b>Name of Policy</b>	
<b>Agreed by the Governing Body</b>	
<b>Policy published (including on website)</b>	
<b>Latest revision</b>	
<b>Next review (date)</b>	

# Accessibility Plan

2025 – 2028

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## 1. Vision and Ethos

Semley Church of England Voluntary Aided Primary School is committed to providing a fully inclusive environment that values and supports all members of the school community. Guided by our Christian ethos, we aim to ensure that every pupil is able to flourish academically, socially and spiritually.

We recognise our duties under the **Equality Act 2010** to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between people who share a protected characteristic and those who do not

This Accessibility Plan outlines how the school will improve access to education for disabled pupils over time.

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## 2. School Context

The school operates within a **Grade II listed building**, on its current site since **1841**. Due to its historic status, significant structural alterations may be restricted. The school therefore prioritises:

- Reversible and non-invasive adaptations

- Environmental adjustments
- Assistive technology
- Curriculum differentiation
- Specialist advice

Where structural change is not feasible, reasonable adjustments will be made through alternative solutions.

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### **3. Definition of Disability**

Under the Equality Act 2010, a person is disabled if they have:

“A physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.”

This includes (but is not limited to):

- Visual impairment
  - Hearing impairment
  - Physical disability
  - Sensory processing differences
  - Neurodivergent conditions
  - Medical conditions
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### **4. Aims of This Plan**

This plan sets out how the school will:

1. **Increase access to the curriculum** for disabled pupils.
  2. **Improve the physical environment** of the school to increase access.
  3. **Improve the delivery of information** to disabled pupils and parents.
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## 5. Increasing Access to the Curriculum

The school will ensure disabled pupils have full access to a broad and balanced curriculum through:

### 5.1 Quality First Teaching

- Differentiated learning activities
- Scaffolded instruction
- Visual timetables
- Pre-teaching of vocabulary

### 5.2 Visual Impairment Provision

- Enlarged print resources
- Modified worksheets (clear fonts, spacing, high contrast)
- Optimised seating and lighting
- Task lighting where required
- Use of magnification tools and assistive technology
- Clutter-free classroom layouts
- Staff trained in sighted guiding techniques

### **5.3 Hearing Impairment Provision**

- Staff face pupils when speaking
- Clear articulation and written reinforcement of key vocabulary
- Visual timetables and instructions
- Captioned video materials
- Portable sound field systems if required
- Soft furnishings to reduce echo in classrooms
- Liaison with specialist hearing support services

### **5.4 Sensory Processing Support**

- Low-stimulation areas within classrooms
- Access to sensory regulation resources (e.g., ear defenders, weighted lap pads, fiddle tools)
- Calm/quiet space for short breaks
- Clear daily routines and structured transitions
- Advance notice of changes
- Staff trained in regulation and de-escalation strategies

### **5.5 Educational Visits**

- Risk assessments to ensure accessibility
- Reasonable adjustments made to enable participation
- Individual planning where required

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## **6. Improving the Physical Environment**

Given the historic nature of the building, adaptations will be sympathetic, reversible and compliant with listed building requirements.

### **6.1 Visual Accessibility**

- High-contrast step edging (non-damaging materials)
- Clear signage in accessible fonts
- Improved lighting where possible
- Clear pathways free of obstruction

### **6.2 Hearing Accessibility**

- Soft furnishings to reduce acoustic reverberation
- Reduced background noise during lessons
- Clear visual signals in assemblies

### **6.3 Sensory Environment**

- Identified quiet spaces
- Calm classroom areas
- Regulation tools available

### **6.4 Safety and Evacuation**

- Personal Emergency Evacuation Plans (PEEPs) created where necessary
  - Staff trained in evacuation procedures for pupils with additional needs
  - Visual cues used during fire drills
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## **7. Improving Access to Information**

The school will:

- Provide large print versions of documents upon request
  - Provide digital copies of all policies and communications
  - Offer verbal explanation of written reports if required
  - Ensure website accessibility standards are met
  - Provide accessible meeting formats (in-person, phone, online)
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## **8. Partnerships and Specialist Support**

The school works with:

- Wiltshire Local Authority SEND Services
- Sensory Support Services
- Educational Psychologists
- External therapists and health professionals

Parents and carers are actively involved in planning provision.

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## **9. Monitoring and Review**

- The SENDCo will monitor provision termly.

- The Governing Body will review progress annually.
  - The plan will be fully reviewed every three years (2028).
  - Adjustments will be made as pupil needs change.
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## 10. Linked Policies

This plan should be read in conjunction with:

- SEND Policy
  - SEND Information Report
  - Equality Policy
  - Health & Safety Policy
  - Behaviour Policy
  - Safeguarding Policy
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## 11. Commitment Statement

Despite operating within a historic Grade II listed building dating from 1841, Semley Church of England Voluntary Aided Primary School is fully committed to ensuring that disabled pupils are not disadvantaged.

Through thoughtful planning, reasonable adjustments, specialist advice and inclusive practice, we will continue to remove barriers and promote equality of opportunity for all.

## Accessibility Action Plan 2025–2028

### Strand 1: Increasing Access to the Curriculum

Priority	Action	Lead	Timescale	Success Criteria / Impact	Monitoring
Improve staff expertise in supporting visual, hearing & sensory needs	Deliver annual CPD on inclusive teaching strategies	Headteacher / SENDCo	Annually	Staff demonstrate adaptive teaching in lesson observations	Performance management & learning walks
Ensure visually impaired pupils can access all learning materials	Provide enlarged print, high contrast resources & assistive tech as needed	Class Teachers / SENDCo	Ongoing	Pupil able to access same curriculum content as peers	Termly SEND review
Improve access for hearing impaired pupils	Implement visual reinforcement strategies; trial portable sound field system if required	SENDCo	By Spring 2026	Improved pupil engagement & listening outcomes	Pupil voice & progress data
Support pupils with sensory processing differences	Establish classroom calm areas & provide regulation resources	Class Teachers	Autumn 2025	Reduction in dysregulation incidents; improved engagement	Behaviour logs & SEND reviews
Ensure all educational visits are accessible	Individual risk assessments & reasonable adjustments	Trip Lead / Head	Ongoing	All pupils participate in trips and extracurricular activities	Trip evaluation reports

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## Strand 2: Improving the Physical Environment

*(Recognising Grade II listed status and need for reversible adaptations)*

Priority	Action	Lead	Timescale	Success Criteria / Impact	Monitoring
Improve visibility of steps and thresholds	Install non-damaging high-contrast edging	Premises Lead	Autumn 2025	Safer navigation; reduced trip risk	Health & Safety audit
Improve internal signage	Introduce clear, high-contrast signage	Office / Premises	Spring 2026	Visitors and pupils navigate independently	Annual premises review
Reduce classroom echo	Introduce soft furnishings and acoustic panels where appropriate	Head / Premises	2025–2026	Improved listening environment	Staff feedback
Improve lighting where needed	Audit lighting and add task lighting	Premises Lead	Summer 2026	Improved visual comfort in classrooms	Site inspection
Ensure safe evacuation	Create/update PEEPs for relevant pupils	SENDCo	As required	Safe evacuation during drills	Fire drill records

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## Strand 3: Improving Access to Information

Priority	Action	Lead	Timescale	Success Criteria / Impact	Monitoring
Provide accessible written information	Offer large print/digital formats on request	Office Staff	Ongoing	Parents report information is accessible	Parent feedback
Improve website accessibility	Review website formatting for readability	Admin Lead	By Summer 2026	Website meets accessibility expectations	Annual website audit
Improve communication with parents of SEND pupils	Offer flexible meeting formats	Head / SENDCo	Ongoing	Increased parental engagement	Parent surveys

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### **Review Schedule**

- **Termly:** SEND provision review
- **Annually:** Governing Body monitoring of Accessibility Plan progress
- **Full Review:** 2028

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### **Measurable Outcomes by 2028**

By the end of this cycle the school aims to demonstrate:

- Improved pupil progress for those with sensory needs
- Reduced environmental barriers within listed building constraints
- Increased staff confidence in inclusive practice
- Positive parental feedback regarding accessibility
- Full participation of disabled pupils in curriculum and wider school life