



St Michael's
C.E. Primary School

ACCESSIBILITY PLAN

September 2026 - September 2029

Plan period	September 2026 - September 2029
Reviewed	September 2026
Annual review	September each year
Next full review	September 2029
Monitoring	Headteacher / SENDCo / Local Academy Board



"Courage to Flourish in the Love of God"

1. Purpose and statutory framework

At St Michael's C.E. Primary School, accessibility is integral to our commitment that every pupil is able to achieve, belong and thrive. We actively identify and remove barriers so that disabled pupils and pupils with SEND can access an ambitious curriculum, the physical environment, information, enrichment and the wider life of the school.

This three-year plan is prepared in line with Schedule 10 of the Equality Act 2010. It addresses the three statutory accessibility planning duties:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment so disabled pupils can take advantage of education, benefits, facilities and services;
- improve the availability of accessible information for disabled pupils.

The plan should be read alongside the Trust Accessibility Policy, the school's SEND Information Report, Equality Objectives and Action Plan, SEND Policy, Positive Relationships and Behaviour Policy, Medical Needs arrangements, Educational Visits procedures and The Nest Curriculum and Provision Overview.

2. Alignment with our vision, SEND strategy and 2026 inspection framework

Our approach reflects the BDMAT principles of belonging: dignity for all; all empowered to enact change; together we thrive; great destinations, different journeys; and celebrating every success. Accessibility is therefore understood as removing barriers while maintaining ambition, dignity, participation and belonging.

3. Our accessibility principles

- High expectations: disability or SEND must not result in a less ambitious entitlement.
- Barrier removal: reasonable adjustments are planned proactively and reviewed for impact.
- Belonging: pupils accessing The Nest remain members of their home class and the wider school community.
- Participation: access includes lessons, worship, trips, clubs, performances, sport, leadership and social times.
- Communication: information is adapted using appropriate formats, symbols and communication systems.
- Partnership: pupil voice, parent/carers' views and specialist advice inform decisions.
- Impact: leaders evaluate what difference provision makes to access, learning, independence, wellbeing and participation.

4. Current accessible provision: 2026 baseline

- Adaptive teaching and reasonable adjustments across the curriculum, supported by SEND monitoring, pupil profiles, Personal Learning Goals (PLGs), SEND Support Provision Plans (SSPPs) and Education Health and Care Plans (EHCPs).
- The Nest provides enhanced, adapted provision while maintaining pupils' connection to their home class and the wider curriculum.
- Evidence for Learning (EFL) is used to record PLGs and capture significant progress through observations, photographs, videos and annotated evidence linked to individual outcomes.

- Widgit symbols and visual supports are used to improve communication, understanding, independence and access to routines and learning.
- WellComm and other targeted approaches support the identification and development of speech, language and communication needs.
- Specialist advice and intervention are accessed as appropriate through SALT, Educational Psychology, Occupational Therapy, Beacon and other external services.
- Intervention CPD and training for teachers and support staff, including Trust/BDMAT INSET training, develop staff expertise in meeting a wide range of needs.
- Physical access includes accessible parking, wheelchair-accessible areas, wide corridors, disabled toilet facilities, contrasting edges, non-slip ramp surfaces, maintained exterior lighting and automatic doors where applicable.
- Personalised access plans, risk assessments and Personal Emergency Evacuation Plans (PEEPs) are used where required.
- Educational visits and extra-curricular activities are risk assessed and reasonable adjustments made to maximise participation.

5. Monitoring, evidence and accountability

Leaders will review accessibility as part of the school's wider inclusion and school improvement cycle. Evidence will be triangulated so that leaders and governors can evaluate the quality and impact of provision.

- EFL evidence and progress towards PLGs, SSPPs and EHCP outcomes, including reduced prompting, increased independence and generalisation of skills;
- attainment and curriculum progress from individual starting points;
- access to learning and successful participation in home classes for pupils accessing The Nest;
- attendance and persistent absence, particularly for pupils with SEND and disabled pupils;
- participation in clubs, trips, sport, performances, leadership and wider opportunities;
- pupil voice, including communication through speech, symbols, photographs, choices, observation and other developmentally appropriate methods;
- parent/carers feedback and contributions to reviews;
- impact of specialist recommendations from SALT, EP, OT, Beacon and other professionals;
- learning walks, work/evidence scrutiny, intervention reviews and staff discussion;
- site/accessibility checks, incidents and review of personalised risk assessments/PEEPs;
- governor monitoring and annual review of progress against this plan.

6. Three-year Accessibility Action Plan

Accessibility planning code: C = Curriculum | E = Environment | I = Information. Actions are cumulative: improvements introduced in Year 1 are maintained and refined through Years 2 and 3.

YEAR 1: 2026-2027 - Embed, align and evidence

Code	Priority	Key actions	Lead	Success / impact evidence	Timescale
C	Strengthen consistently adaptive classroom practice	Audit reasonable adjustments and adaptive teaching through learning walks, planning/work scrutiny and pupil case sampling. Use pupil profiles, PLGs, SSPPs/EHCPs and specialist recommendations to ensure adaptations are precise and understood by all relevant staff.	SENDCo, SLT, teachers	Pupils with SEND/disabled pupils access the same ambitious curriculum wherever appropriate; adaptations are visible and consistent; pupil voice shows improved access and success.	Half-termly monitoring; review July 2027
C/I	Strengthen communication-friendly provision	Continue to embed Widgit symbols, visual timetables, now/next supports and personalised communication systems consistently where required. Continue to use WellComm screening/intervention and SALT advice to identify and address speech, language and communication barriers.	SENDCo, Nest Lead, teachers, TAs	Improved understanding, communication and independence; WellComm/SALT outcomes show progress; reduced reliance on adult prompting.	Autumn 2026 baseline; termly review
C	Develop intervention expertise and evaluate impact	Deliver intervention CPD for teachers and support staff. Include Trust/BDMAT INSET training for support staff and follow-up coaching. Create clear intervention entry/exit criteria and review impact rather than completion.	SENDCo, SLT, Trust leads	Staff can explain the purpose, approach and impact of interventions; interventions lead to measurable pupil gains and are changed/stopped when not effective.	Throughout 2026-27; termly impact review
C/I	Embed Evidence for Learning as an evidence-to-action tool	Use EFL to record PLGs and significant progress for pupils where appropriate, especially in The Nest. Link evidence to EHCP/SSPP/curriculum outcomes and use it to identify next steps, independence and application across contexts.	SENDCo, Nest Lead, teachers/TAs	EFL evidence is proportionate and meaningful; progress from starting points is clear; next-step teaching changes in response to evidence; families can see progress.	By Dec 2026; half-termly sampling
C	Ensure The Nest maximises access, belonging and participation	Review each Nest pupil's personalised timetable and home-class participation. Plan purposeful access to lessons, worship, play, trips, performances, sport, enrichment and leadership. Review reintegration through progress, regulation, pupil/parent voice and independence rather than time in class alone.	SENDCo, Nest Lead, class teachers	Nest pupils show progress in learning, communication, regulation, independence and participation; successful home-class access increases where appropriate.	Termly placement review
C	Translate specialist advice into everyday provision	Continue to ensure SALT, EP, OT, Beacon and other specialist recommendations are recorded in pupil documentation, shared with staff, implemented and reviewed for impact.	SENDCo, class teachers, Nest Lead	Staff can explain recommendations, what they are doing and the difference made; specialist advice is not retained without review.	Ongoing; checked at review cycles
E	Complete annual accessibility and evacuation audit	Audit routes, ramps, contrasting edges, lighting, signage, automatic doors, disabled toilets, accessible parking and emergency exits. Update PEEPs and personalised access risk assessments.	Site Manager, HT, SENDCo/Medical Lead	Known physical barriers are addressed promptly; pupils, staff and visitors requiring adjustments can move around and evacuate safely.	Autumn 2026 and termly checks
C	Increase participation in wider opportunities	Continue to track SEND/disabled pupil participation in clubs, visits, sport, performances and leadership. Anticipate transport, staffing, sensory, communication, medical and financial barriers and make reasonable adjustments.	SLT, EVC, SENDCo, club leads	Participation data shows equitable access; no pupil is routinely excluded because of disability/SEND; pupil voice is positive.	Baseline Autumn 2026; termly

YEAR 2: 2027-2028 - Deepen consistency and independence

Code	Priority	Key actions	Lead	Success / impact evidence	Timescale
C	Use case sampling to evaluate the lived experience of pupils	Select representative SEND/disabled pupils, including pupils in The Nest, and triangulate EFL/work, attendance, pupil voice, parent views, classroom access, wider participation and specialist input.	SLT, SENDCo, governors	Leaders can demonstrate the quality and impact of provision for individual pupils and identify system-wide strengths/barriers.	Termly
C/I	Develop pupil independence through accessible routines and resources	Review whether visual supports, task organisation, assistive resources and adult deployment promote independence rather than dependency. Extend Widgit/communication supports into wider school spaces where needed.	SENDCo, Nest Lead, teachers/TAs	Reduced prompting and increased independent communication, transitions, task completion and self-regulation.	Throughout 2027-28

Code	Priority	Key actions	Lead	Success / impact evidence	Timescale
C	Refine intervention pathways	Evaluate WellComm, communication, cognition, sensory/regulation and SEMH interventions against clear outcomes. Provide refresher CPD/coaching where implementation is inconsistent.	SENDCo, intervention leads	Intervention decisions are evidence-informed; pupils make demonstrable progress; staff confidence and fidelity improve.	Termly
E	Continue to strengthen sensory and environmental accessibility	Use pupil/staff voice and OT/specialist advice to review sensory load, quiet/regulation spaces, seating, acoustics, lighting and wayfinding. Prioritise feasible improvements.	HT, SENDCo, Site Manager	Fewer environmental barriers; improved regulation, engagement and safe participation for pupils with sensory/physical needs.	Audit Autumn 2027; actions by July 2028
I	Continue to strengthen accessibility of written and digital information	Review key pupil/parent information for readability and accessibility. Provide alternative formats on request and use symbols/visuals where they improve understanding. Ensure accessibility needs are identified before meetings/events.	Office, SENDCo, SLT	Families and pupils can access key information in an appropriate format; fewer communication barriers reported.	Spring 2028 audit
C	Continue to strengthen transition within and beyond school	Use visual transition materials, enhanced visits, pupil profiles, EFL evidence and specialist advice for vulnerable transition points, including Nest/home-class and Year 6 transition.	SENDCo, teachers, Nest Lead	Transitions are planned early; pupil/parent confidence improves; receiving staff understand adjustments and successful strategies.	Each transition cycle

YEAR 3: 2028-2029 - Sustain, evaluate and plan next cycle

Code	Priority	Key actions	Lead	Success / impact evidence	Timescale
C/E/I	Evaluate the cumulative impact of the three-year plan	Compare 2028-29 outcomes with 2026 baseline across curriculum access, physical access, information, attendance, participation, independence, pupil/parent voice and progress.	HT, SENDCo, SLT, governors	Clear evidence of sustained improvement and remaining barriers; next priorities are evidence-based.	Autumn 2028-July 2029
C	Continue to embed a sustainable SEND/accessibility CPD model	Create an annual induction/refresher offer covering adaptive teaching, disability equality, communication, Widgit, EFL, intervention delivery, medical/access needs and specialist recommendations. Maintain access to Trust/BDMAT training.	HT, SENDCo, Trust leads	New and existing staff demonstrate consistent inclusive practice; support staff expertise remains strong despite staffing changes.	Annual cycle
C	Demonstrate impact of The Nest over time	Evaluate individual and cohort evidence for Nest pupils: curriculum progress, EHCP/SSPP outcomes, EFL evidence, independence, communication, regulation, attendance, home-class/wider participation and transitions.	SENDCo, Nest Lead	Leaders can evidence what difference The Nest makes and refine provision based on outcomes rather than activity.	Termly; annual report July 2029
E	Develop next premises accessibility priorities	Use site audit, pupil/family feedback and anticipated need to identify any capital or minor works for the next accessibility cycle, with costs and priorities.	HT, Site Manager, LAB/Trust	A costed, prioritised premises plan is ready for 2029-32 and urgent barriers are addressed sooner.	Spring-Summer 2029
I	Review accessibility of the school's information offer	Check website, SEND information, policies, signage and communication methods for accessibility and consistency. Ensure the Accessibility Plan remains easy to locate and available in alternative formats.	HT, Office, SENDCo	Information duties are met; families can locate and understand key accessibility/SEND information.	Spring 2029
C/E/I	Consult on and publish the 2029-2032 Accessibility Plan	Gather pupil voice (including communication-inclusive approaches), parent/carer views, staff, governor and specialist feedback. Use findings to set the next three-year priorities.	HT, SENDCo, LAB	Next plan reflects actual barriers and stakeholder experience; approved and published before the current plan expires.	Summer 2029

7. Annual review questions for leaders and governors

- What barriers to access have been identified this year, and what action was taken?
- What difference have reasonable adjustments made to pupils' learning, independence, wellbeing and participation?
- How do we know pupils in The Nest remain connected to an ambitious curriculum and the wider life of the school?
- What does EFL and other assessment evidence show about progress from individual starting points?
- How effectively are SALT, EP, OT, Beacon and other professional recommendations implemented and evaluated?
- What has staff CPD, including BDMAT/Trust training and intervention training, changed in classroom/support practice?
- Are disabled pupils and pupils with SEND participating equitably in clubs, visits, sport, performances and leadership?
- What are pupils and parents telling us about access and belonging?
- Are the physical environment, PEEPs and risk assessments safe, current and responsive to changing needs?
- What should be sustained, stopped, strengthened or added next year?

8. Review and publication

The Headteacher is responsible for the day-to-day implementation of this plan. The SENDCo coordinates accessibility and inclusion actions with relevant leaders. The Local Academy Board monitors progress at least annually. The plan will be reviewed formally each September and may be amended sooner where a new need, barrier or statutory requirement is identified. The current plan will be published on the school website and made available in an alternative format on request.

Reference framework

- Equality Act 2010, Schedule 10 - accessibility planning for disabled pupils.
- DfE statutory publication requirements for academies: accessibility plan and SEND information.
- Ofsted Education Inspection Framework and state-funded school inspection toolkit/operating guide applicable from September 2026.
- BDMAT Accessibility Plan Policy and SEND Strategy: Principles of Belonging.
- St Michael's C.E. Primary School Equality Objectives and Action Plan 2026-2027, SEND Information Report 2026-2027, and The Nest Curriculum and Provision Overview 2026.