Ellison Primary Academy

Accessibility Plan

Review Date: April 2026 **Next Review Date:** April 2029 (additional annual reviews to take place)

This document outlines the annual objectives, actions, resources, and expected outcomes for improving accessibility at Ellison Primary Academy.

This plan addresses three areas of accessibility:

1. Increasing access to the curriculum for all pupils.

2. Improving and maintaining access to the physical environment.

3. Improving the delivery of information to all pupils, parents and carers.

Aim 1: Increase access to the curriculum for pupils with a disability

YEAR 1 (April 2026 – March 2027)

Objectives	Actions	Resources & Staff	Outcomes – to be reviewed annually	Strategies to measure impact
Further develop adaptive teaching to ensure all pupils can access learning and achieve success.	Audit current adaptive teaching practice and identify whole-school and individual CPD needs. Deliver targeted professional development relating to adaptive teaching, autism, communication and interaction, sensory needs and Intensive Interaction. Monitor implementation through learning walks, book looks and coaching opportunities. Share effective practice across school.	SENDCo, SLT, Subject Leaders, External Agencies	Adaptive teaching strategies are consistently embedded across the school. Staff demonstrate increased confidence in meeting the needs of pupils with SEND and disabilities.	Learning walks, book looks, staff voice, SEND reviews and attainment/progress data.
Ensure pupils with SEND and disabilities can access a broad, balanced and inclusive curriculum.	Monitor access to all curriculum areas, enrichment opportunities, educational visits and residential experiences. Ensure reasonable adjustments are made where required and recommendations from external professionals are implemented appropriately.	SENDCo, SLT, Class Teachers, SALT, EP, AIT, OT and other agencies as appropriate.	Pupils with SEND and disabilities participate fully in learning and wider school life alongside their peers.	Participation data, pupil progress, SEND reviews and attendance data.
Develop effective transition arrangements for pupils with SEND and disabilities.	Provide additional transition visits where appropriate. Develop bespoke transition plans for identified pupils. Use visual communication resources to support transitions. Implement graduated or personalised starts where required. Work closely with families, settings and receiving staff.	SENDCo, Class Teachers, SLT, External Agencies	Pupils with SEND and disabilities experience successful transitions and are well prepared for changes in environment, routine and expectations.	Parent feedback, attendance data and transition reviews.

YEAR 2 (April 2027 – March 2028)

Objectives	Actions	Resources & Staff	Outcomes – to be reviewed annually	Strategies to measure impact
Continue to develop adaptive teaching and inclusive practice across the school.	Review the impact of Year 1 CPD and identify next steps through staff voice and monitoring activities. Deliver targeted CPD to address identified needs.	SENDCo, SLT, Subject Leaders	Staff demonstrate increased confidence and consistency in meeting the needs of pupils with SEND and disabilities.	Staff voice, learning walks, book looks and SEND reviews.
Develop approaches to support regulation, engagement and readiness to learn.	Implement movement-based regulation approaches informed by Youth Sport Trust guidance. Deliver staff training and monitor impact on pupil engagement and wellbeing.	SENDCo, PE Lead, SLT	Pupils demonstrate improved regulation, engagement and readiness for learning.	Behaviour data, attendance, pupil voice and staff feedback.
Strengthen pupil voice and participation in decisions about support and accessibility.	Establish regular opportunities for pupils with SEND to share their views regarding support, accessibility arrangements and learning environments. Use feedback to inform provision and school development.	SENDCo, Class Teachers	Pupils feel listened to and contribute to decisions affecting their education and wellbeing.	Pupil voice activities, SEND reviews and annual reviews.

YEAR 3 (April 2028 – March 2029)

Objectives	Actions	Resources & Staff	Outcomes – to be reviewed annually	Strategies to measure impact
Further develop the use of assistive technology to improve access to learning.	Audit current use of assistive technology. Identify pupils who may benefit from additional technology. Trial and implement appropriate resources and provide staff training where required.	SENDCo, Computing Lead, SLT	Pupils are able to access learning more independently and barriers to participation are reduced.	Pupil voice, staff feedback and SEND reviews.

Review the impact of accessibility developments across the curriculum and identify future priorities.	Evaluate the impact of actions implemented throughout the Accessibility Plan and identify priorities for future development.	SENDCo, SLT, Governors	Accessibility remains a key consideration within school improvement planning.	Accessibility review and stakeholder feedback.

Aim 2: Improve and maintain access to the physical environment

YEAR 1 (April 2026 – March 2027)

Objectives	Actions	Resources & Staff	Outcomes – to be reviewed annually	Strategies to measure impact
Develop a whole-school communication-friendly environment to support independence, understanding and participation.	Implement consistent Widget signage throughout classrooms and communal areas. Ensure visual timetables, communication boards and agreed visual communication systems are used consistently across school. Use visual communication resources to support routines and transitions.	SENDCo, Site Supervisor, Class Teachers	Pupils are able to navigate the school environment more independently and access routines with confidence.	Environment audits, learning walks and pupil voice.
Develop environments that support sensory regulation, wellbeing and independence.	Maintain calm areas within classrooms. Review classroom environments to minimise unnecessary sensory distractions. Continue to develop the Sunshine Room and associated provision to support pupils with communication, interaction, sensory and regulation needs.	SENDCo, SLT, Class Teachers	Learning environments effectively support pupils' sensory, emotional and regulation needs.	Behaviour data, attendance and provision reviews.

YEAR 2 (April 2027 – March 2028)

Objectives	Actions	Resources & Staff	Outcomes – to be reviewed annually	Strategies to measure impact
Review the impact of communication-friendly environments across school.	Audit the use of Widget signage, communication boards, visual timetables and visual communication systems and implement improvements where required.	SENDCo, Site Supervisor	Communication supports are used consistently and effectively across school.	Environment audits and pupil voice.
Further develop sensory and regulation environments.	Review classroom calm spaces, Sunshine Room provision and sensory environments. Review accessibility of indoor and outdoor learning environments and implement improvements identified through monitoring and pupil feedback.	SENDCo, SLT	Learning environments effectively support regulation, wellbeing and accessibility.	Provision reviews, behaviour data and pupil voice.

YEAR 3 (April 2028 – March 2029)

Objectives	Actions	Resources & Staff	Outcomes – to be reviewed annually	Strategies to measure impact
Review accessibility of the school environment and identify future priorities.	Complete a full accessibility audit of the site and evaluate the impact of previous developments. Consider the needs of pupils with hearing, communication, sensory and physical needs when planning future developments.	Headteacher, SENDCo, Site Supervisor, Governors	The school environment continues to meet the needs of pupils, staff, parents and visitors.	Accessibility audit and stakeholder feedback.

Aim 3: Improve the delivery of information

YEAR 1 (April 2026 – March 2027)

Objectives	Actions	Resources & Staff	Outcomes – to be reviewed annually	Strategies to measure impact
Develop meaningful partnerships with parents and carers to support accessibility and inclusion.	Continue to provide parent coffee mornings, SEND coffee mornings, parent workshops and signposting to external support services. Gather feedback from families to inform future developments.	SENDCo, SLT, External Agencies	Parents feel informed, supported and able to contribute to their child's education.	Parent feedback, attendance records and surveys.
Ensure information and communication are accessible to all families, including those with hearing, communication and additional accessibility needs.	Review accessibility of the school website and communication systems. Provide alternative formats and visual communication supports where required. Ensure appropriate communication arrangements are available for parents and carers with hearing impairments.	SENDCo, Office Team, SLT	Families are able to access information and engage fully with school life.	Parent feedback and stakeholder surveys.

YEAR 2 (April 2027 – March 2028)

Objectives	Actions	Resources & Staff	Outcomes – to be reviewed annually	Strategies to measure impact
Improve accessibility of digital communication.	Launch and review the school's new website, ensuring accessibility features are considered and information is easy to access for all stakeholders.	Headteacher, Office Team, Website Provider	School information is accessible and user-friendly.	Website audit and stakeholder feedback.
Strengthen communication and	Continue parent workshops, coffee mornings and opportunities for feedback. Review accessibility	SENDCo, SLT	Parents feel informed, supported	Parent surveys and attendance records.

engagement with parents and carers.	arrangements and implement improvements where required.		and engaged with school life.	

YEAR 3 (April 2028 – March 2029)

Objectives	Actions	Resources & Staff	Outcomes – to be reviewed annually	Strategies to measure impact
Review accessibility of information and communication across the school.	Evaluate the effectiveness of communication systems, accessibility arrangements and stakeholder engagement. Use findings to inform future planning.	SENDCo, SLT, Governors	Communication remains accessible and responsive to the needs of the school community.	Stakeholder feedback and accessibility review.