



Temple Sowerby CE Primary School

Accessibility Plan

Approved By: Resources and Finance Committee

Date: January 2026

Reviewed on: January 2028

1. AIMS OF THE ACCESSIBILITY PLAN

At Temple Sowerby CE Primary School, we have a commitment to equal opportunities for all members of the school/setting community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school/setting curriculum;
- improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school/setting to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, begin the process of addressing the needs of disabled people through specific targets.

1. Improving Curriculum Access

| Target | Strategy | Outcome | Timeframe | Achievement |
|---|---|--|-----------|---|
| to ensure all children have their individual learning needs met | To conduct review meetings at the start of the year and termly with all staff to discuss attainment and learning barriers | All staff have clear understanding of children's learning and how they can be supported. | Ongoing | Children are effectively supported to ensure they have full access to the curriculum. |
| to target resources to meet the needs of SEND children | To review resources including staffing and to identify priorities for pupil support as part of a provision planner. | Staff time and resources are planned to have the greatest impact on supporting children | Ongoing | Increase in access to the national curriculum. |
| to ensure SEND children receive regular ongoing support according to their needs. | to establish a timetable of support packages and intervention | Children will receive regular support including pre-teaching. | Ongoing | Increase in access to the national curriculum. |

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| Training for staff in the support and teaching of children with specific learning difficulties. | Staff attend appropriate training and review meetings, including provision from external agencies. | Staff are familiar with how best to support these children in the classroom. | Ongoing | Children with specific learning difficulties are successfully included in all aspects of school life. |
| PE provision as well as out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of pupils | Review all PE/out-of-school and extra-curricular provision to ensure participation. | All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | Ongoing | Increase in access to all school activities for all disabled pupils |
| Classrooms are optimally organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | Ongoing | Increase in access to the National Curriculum |
| to ensure children with language and communication difficulties can access the curriculum | Liaise with secondary school SENCo staff to discuss and identify good practise in supporting children. | Children have access to teaching and resources to support them in literacy. | ongoing | Increase in access to the National Curriculum |

2. Improving the Physical Environment

| Target | Strategy | Outcome | Timeframe | Achievement |
|--|--|---|-----------|--|
| School is aware of the needs of disabled pupils (including physical, sensory, dietary) | To discuss pupils needs with parents to ensure they are met and communicate to all staff (including after school provision). | Staff plan activities which cater for the needs of disabled children. | Ongoing | Disabled children are included in all activities. |
| Access to school takes into account appropriate legislation. | All contractors doing building work to work to BCC Environment Access Standard | The school building allows access for all pupils. | Ongoing | Pupils can access all relevant areas of the school site. |

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| Ensure external lighting is in good condition. | Review external lighting to ensure access and evacuation procedures reflect the needs of visually impaired. | Staff and children can safely access and evacuate the building. | ongoing | Access is improved. |
| Regularly practise evacuation procedures and update plans accordingly | Seek advice from fire safety officer regarding the safe evacuation of pupils including those with SEND. Review evacuation procedures and signage is appropriate. | All children can safely evacuate the building. | ongoing | SEND children are successfully included in all aspects of school life. |

3. Improving Access To Information

| Target | Strategy | Outcome | Timeframe | Achievement |
|--|--|--|-----------|---|
| Ensure communication with parents is effective and they have opportunities to give feedback. | Discussion with parents and use of annual parental questionnaires. | Parents have opportunity to respond and comment on effectiveness of communication. | ongoing | School is aware of specific communication difficulties. |
| Ensure information is presented in a range of accessible formats to engage with parents and the community. | Maintain current system of texting, Facebook, email, website and newsletters to keep parents informed. | Information will be sent to parents in a variety of formats. | ongoing | Parents have better access to information. |