

# Accessibility Plan

**SALESBURY CHURCH OF ENGLAND PRIMARY SCHOOL**



## Section: Increase the extent to which pupils with disabilities can participate in the curriculum

### Current Good Practice

Salesbury CE Primary School currently provides a rich and inclusive curriculum that is accessible to all pupils, including those with disabilities. The school's adaptive teaching approaches ensure high-quality delivery tailored to individual needs, supported by a wide range of resources such as manipulatives, technology, visuals, and alternative recording methods. The provision of pre-teaching and targeted vocabulary support through the full-time Learning Lounge effectively addresses barriers to learning and builds confidence. Curriculum progress is carefully tracked termly, with clear next-step targets communicated to parents, ensuring that support is personalised and responsive. Regular pupil conferences and curriculum reviews allow the school to continuously tailor and evolve the curriculum to meet the diverse needs of its pupils. This practice aligns with the school's vision of enabling children to flourish holistically and reflects its commitment to equity and high expectations for all. Furthermore, the school's emphasis on high-quality talk, language development, and adaptive teaching directly supports disabled pupils' inclusion in learning opportunities, consistent with the school improvement priorities and OFSTED's recognition of strong pupil engagement and behaviour.

### Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Review Learning Lounge Provision each term to inform next term planning	<ul style="list-style-type: none"> <li>- Conduct termly evaluations of Learning Lounge sessions focusing on impact for pupils with disabilities</li> <li>- Collect feedback from pupils, teaching staff, and parents</li> <li>- Adjust planning and resources for subsequent terms based on findings</li> </ul>	<ul style="list-style-type: none"> <li>- Termly reports evaluating effectiveness of Learning Lounge</li> <li>- Demonstrable adjustments made in response to feedback</li> <li>- Increased pupil engagement and progress in targeted groups</li> </ul>	SENCO & Headteacher	Termly, ongoing

<p><b>Evaluate the curriculum offer by following the footprints of a sample of children to ensure full accessibility and engagement</b></p>	<ul style="list-style-type: none"> <li>- Select a representative sample of pupils with disabilities</li> <li>- Track their engagement and access across all curriculum areas</li> <li>- Conduct pupil interviews and observations</li> <li>- Identify barriers and success factors</li> <li>- Report findings to SLT and subject leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Detailed case studies showing curriculum accessibility</li> <li>- Identification of any curriculum elements needing adaptation</li> <li>- Action plans developed to address barriers</li> </ul>	<p>SENCO, SLT &amp; Subject Leaders</p>	<p>Annually, with mid-year review</p>
<p><b>Review resources to identify any gaps in provision for disabled pupils</b></p>	<ul style="list-style-type: none"> <li>- Audit current curriculum resources for accessibility and inclusivity</li> <li>- Consult with teaching staff, pupils, and parents about resource needs</li> <li>- Research and source additional or alternative resources where gaps are identified</li> <li>- Implement new resources into teaching practice</li> </ul>	<ul style="list-style-type: none"> <li>- Comprehensive resource audit completed and documented</li> <li>- New resources acquired and integrated into lessons</li> <li>- Positive feedback from staff and pupils on resource effectiveness</li> </ul>	<p>SENCO &amp; Subject Leaders</p>	<p>Annual review, with mid-year check</p>

**This plan will be regularly reviewed and updated to ensure it remains responsive to the evolving needs of pupils with disabilities, supporting their full participation in the curriculum in line with statutory requirements and the school's commitment to inclusion and excellence.**

**Section: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided**

**Current Good Practice**

Salesbury CE Primary School, while housed in an older building with inherent accessibility challenges, demonstrates a strong commitment to creating an inclusive environment that supports pupils with disabilities.

Current adaptations include the installation of a ramp to the main foyer, ensuring step-free access at a key entrance, and the replacement of clothing pegs with lockers to improve corridor accessibility. The school provides designated disabled parking and a visitor disabled toilet, alongside renovations to staff toilets to meet accessibility standards. The visitor entry system has been thoughtfully designed with a lower, adaptable touchscreen for ease of use. LED lighting throughout the building enhances visibility, and a dedicated private space is available for breastfeeding or privacy needs. The school has a ‘Learning Lounge’ which is a dedicated room housed with a small aquarium, soft furnishing and lighting. These measures align well with the school’s vision of embracing diversity and enabling all pupils to flourish holistically. They also support priorities around adaptive teaching and equity, enabling pupils with disabilities to access education and participate fully in school life. The calm, respectful atmosphere further supports inclusive access to the physical environment and school facilities.

**Objectives and Action Plan**

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
<b>Review accessibility provision at all times of building development or modification</b>	<ul style="list-style-type: none"> <li>- Establish an accessibility checklist for all building projects and modifications</li> <li>- Consult with disabled pupils, parents, and staff on proposed changes</li> <li>- Engage accessibility experts as needed</li> <li>- Ensure compliance with current accessibility legislation and best practice</li> </ul>	<ul style="list-style-type: none"> <li>- All building developments include a completed accessibility checklist</li> <li>- Feedback from disabled stakeholders is documented and addressed</li> <li>- No new accessibility barriers introduced in modifications</li> <li>- Compliance confirmed by external audit if applicable</li> </ul>	School Business Manager / Buildings Consultant / SENCO	Ongoing, reviewed quarterly

<p><b>Add signage to encourage visitors and school users to communicate any difficulties</b></p>	<ul style="list-style-type: none"> <li>- Design clear, visible signage at main entrances and key points</li> <li>- Include contact details for accessibility feedback</li> <li>- Regularly review and update signage to ensure clarity and visibility</li> <li>- Train reception staff to respond promptly to accessibility feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Signage is visible and understandable to all visitors</li> <li>- Increase in feedback received and documented regarding accessibility issues</li> <li>- Positive responses from visitors and pupils about ease of communication</li> </ul>	<p>School Business Manager / SENCO</p>	<p>Within 6 months, then ongoing review annually</p>
<p><b>Consider physical space used for dining and social events to provide quieter alternatives</b></p>	<ul style="list-style-type: none"> <li>- Audit current dining and social areas for noise levels and accessibility</li> <li>- Identify or create quieter zones for pupils needing low-stimulation environments</li> <li>- Adapt furniture and layout to support accessibility and comfort</li> <li>- Consult pupils with disabilities on preferred spaces</li> </ul>	<ul style="list-style-type: none"> <li>- Quieter alternative spaces are available and used during dining/social times</li> <li>- Positive feedback from pupils requiring quieter spaces</li> <li>- Reduced incidents of sensory overload or distress reported during social times</li> </ul>	<p>SENCO / Headteacher / Business Manager</p>	<p>Within 12 months</p>
<p><b>Signpost our accessibility offer on the school website</b></p>	<ul style="list-style-type: none"> <li>- Review current website content for accessibility-related information</li> <li>- Develop a dedicated accessibility section outlining facilities, adaptations, and contact points</li> <li>- Ensure website meets accessibility standards (e.g., <a href="#">WCAG 2.1</a>)</li> <li>- Promote the accessibility page in school communications</li> </ul>	<ul style="list-style-type: none"> <li>- Accessibility information is easy to find and comprehensive on the website</li> <li>- Website accessibility audit shows compliance with standards</li> <li>- Increased awareness among parents and visitors of the school's accessibility provisions</li> </ul>	<p>Headteacher / School Business Manager / Website Administrator</p>	<p>Within 6 months</p>

**This plan reflects Salesbury CE Primary School's commitment to continuously improving its physical environment, ensuring all pupils with disabilities can fully access the educational opportunities, benefits, and services offered. The actions are measurable, time-bound, and aligned with the school's values and improvement priorities.**

## Section: Improve the availability of accessible information to pupils with disabilities

### Current Good Practice

Salesbury CE Primary School currently demonstrates a strong commitment to adapting its communication methods to meet the diverse needs of pupils, parents, and visitors, reflecting its inclusive ethos and Christian values. The school utilises a range of accessible communication tools, such as internal signage, large print resources, and pictorial or symbolic representations, to ensure that information is available and understandable to pupils with disabilities. This practice aligns well with the school's vision of creating a learning community that welcomes and celebrates diversity, and supports pupils to flourish holistically. The calm and supportive atmosphere noted by Ofsted, combined with the school's focus on high-quality talk and adaptive teaching, provides a strong foundation for further enhancing accessible information. The current provision supports pupils' confidence and engagement, contributing to their well-being and achievement. Building on this, the school aims to develop more systematic auditing of language and adaptation needs, improve visual symbol use within the environment, and introduce confidential online feedback for visitors to ensure all stakeholders' communication preferences are fully recognised and met.

### Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
<b>Audit language and adaptation needs with all stakeholders</b>	<ul style="list-style-type: none"> <li>- Develop and distribute a survey/questionnaire to pupils, parents, staff, and visitors to identify communication preferences and language support needs.</li> <li>- Hold focus groups with pupils with disabilities and their families to discuss communication challenges and preferences.</li> <li>- Analyse feedback to identify key areas for adaptation and improvement.</li> <li>- Review audit findings with senior leadership and SEND coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>- Completion of a comprehensive audit report outlining specific language and communication needs of stakeholders.</li> <li>- Evidence of engagement from a wide range of stakeholders including vulnerable groups.</li> <li>- Clear identification of priority areas for accessible information development.</li> </ul>	SENCo & Headteacher	December 2026
<b>Provide visual symbols in the</b>	<ul style="list-style-type: none"> <li>- Research and select appropriate visual symbols aligned with pupils' needs and curriculum areas.</li> <li>- Design and produce visual symbols for key locations</li> </ul>	<ul style="list-style-type: none"> <li>- Visual symbols displayed clearly in all targeted areas.</li> <li>- Positive feedback from pupils and staff</li> </ul>	SENCo & Business Manager	December 2026

<p><b>physical environment</b></p>	<p>around the school (classrooms, corridors, communal areas).</p> <ul style="list-style-type: none"> <li>- Train staff on the use and importance of visual symbols to support communication.</li> <li>- Regularly review and update symbols based on pupil feedback and changing needs.</li> </ul>	<p>regarding ease of navigation and understanding.</p> <ul style="list-style-type: none"> <li>- Increased independent access to information by pupils with disabilities.</li> </ul>		
<p><b>Set up an online visitors book for confidential feedback</b></p>	<ul style="list-style-type: none"> <li>- Research suitable secure online platforms or software to host the visitors book.</li> <li>- Develop a simple, accessible online form for visitors to leave confidential feedback regarding communication and accessibility.</li> <li>- Promote the online visitors book on the school website, at reception, and through newsletters.</li> <li>- Monitor and respond to feedback regularly, sharing relevant points with leadership and governors.</li> </ul>	<ul style="list-style-type: none"> <li>- Online visitors book is live and accessible via multiple channels.</li> <li>- Increase in confidential feedback received from visitors, especially regarding accessibility and communication.</li> <li>- Evidence of feedback being used to inform accessibility improvements.</li> </ul>	<p>School Business Manager &amp; Headteacher</p>	<p>April 2027</p>

**This plan will be reviewed annually to ensure it continues to meet the evolving needs of pupils with disabilities and reflects best practice in accessible communication.**