

Accessibility Plan - September 2026 (Review September 2028)

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The Special Educational Needs and Disabilities (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Parklands Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND. The school's special educational needs policy and publication of equality information and objectives can be found and accessed via the school website.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff Training	Widgit Online training	Introduce Widgit Online across school so that learning can be made universally more accessible. Staff will feel confident in using Widgit to adapt the curriculum.	IPM Training	To adopt IPMs in place of IEPs . IPMs will support staff to streamline the Assess, Plan, Do , Review Cycle.	Nurture Provision Training- Develop staff's knowledge and skills in working with children who have social, emotional and mental health difficulties.	Improvements in the provision provided for children who have social, emotional and mental health difficulties. Members of staff have increased confidence and skills in working with children who have social, emotional and mental health difficulties. Children with social, emotional and mental health difficulties make accelerated progress within the curriculum areas of reading, writing and mathematics.

Teaching and learning	Continue to develop effective interventions to accelerate the progress of lower ability pupils, EAL children and SEND learners in reading, writing and maths.	Intervention teachers will have a clear understanding of the aims and predicted outcomes of each session and will keep records to ensure effectiveness.	Ensure that the impact of interventions are regularly assessed and reviewed, and that interventions and groups are adjusted accordingly to meet pupils changing and developing needs.	Intervention programmes are well planned, and children make progress.	Continue to audit of our curriculum to ensure that it is broad, balanced and accessible to all children.	All needs are met in relation to the provision of a broad and balanced curriculum for all pupils.

	To successfully embed BSquared Progression Steps to track small steps of progress for some SEND learners.	Teachers are confident in using B- Squared Progression Steps and include it as part of their termly data records. Staff use B-Squared trackers to measure progress for selected pupils.	Use tracking effectively including EYFS data to identify groups of pupils with low attainment in reading/writing/maths and develop personalised interventions (individual/group) to close the gap.	Targets set are accurate thus meaning 80% of children will hit or exceed their targets.	Ensure successful transition of children from Nursery provisions based off site to Reception classes and Year 6 Children to High School Provisions.	Effective links with Nursery Provisions and High School Provisions established. Information transferred from previous settings and key stages built upon, reasonable adjustments made and a plan in place for the provision meeting the needs of the child. Ensure the child and parents are fully included and informed about the individual support needed or being put into place.

School estate – minor capital expense	Improve the learning environment for all pupils throughout school- displays and interactive resources.	All pupils regardless of needs able to access information or resources from the learning environment to enhance all areas of learning within the classroom.	Ensure staff/volunteers/visitor s with back problems have the right height chairs, supports and cushions.	Adults able to perform work tasks through reasonable adjustments to workplace environments.	Raise standards in spelling, punctuation and grammar for all pupils dramatically.	New teaching resources purchased and used to enhance teaching and learning.
	Use of interpreters within meetings with parents or carers of children with English as an additional language.	Ensure the child, parents, school and other professionals involved with the child are fully included and informed within discussions about the individual support needed or being put into place or the progress and attainment of their child throughout their school career. For example parental consultation evenings, SEND reviews or Speech and Language Assessments.	Audit resources in Resource Provision- SENCo to work with RP leaders to match resourcing to planning	Teaching and Learning in the RP is enhanced by high quality resources that are carefully matched to the children's interests and the curriculum.	Improve availability of written material in alternative forms (school website, email, text message service).	School aware of local and County services for converting written information into alternative formats. School able to deliver information to all pupils and parents/carers or guardians with SEND.
School estate – major capital expense	Update the Garden Area within the Resource Provision.	Enhance the provision in place for Children with mobility needs.	A suitable changing table to be provided and a mobile hoist. Adaptations to a room within the Resource Provision to accommodate changing facilities for those children requiring it.	Ensure that Children with mobility needs have the correct provision in place with regards to changing facilities.	Foundation Stage Sensory Room within Foundation Stage.	Ensure that children with sensory needs within the Early Years have the correct provision in place.

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed.