Ashwicken Primary School Accessibility Plan 2026 - 2028

In the light of the SEN (Special Educational Needs) and Disability Discrimination Act (DDA), all schools are required to have in place a written Accessibility Plan.

The following duties are recognised by the school:

- *Not to treat pupils with additional needs less favourably for a reason related to their disability*
- *To make reasonable adjustments for pupils with additional needs (see foot note), so that they are not at a substantial disadvantage*
- *To plan to make reasonable adjustments to the school buildings, so that there is access to education for disable pupils and to make the school buildings more accessible for pupils with additional needs*

Contextual Information

Ashwicken CE Primary School is a small, nurturing primary school in King's Lynn, West Norfolk, with 104 pupils on roll. The school building (refurbished in 2014) is modern, single-storey, and largely compliant with DDA requirements. The site includes:

- five classrooms
- a hall used for PE and dining
- a library
- two accessible toilets
- step-free access throughout
- extensive outdoor space including playground and astroturf

Current range of learning needs

In January 2026 there are 30 children on the SEND register under the following categories reflecting their specific needs: - Moderate learning difficulty 12; Autism - 5; Physical and/or Sensory - 2; Communication and Interaction (including Speech and Language) - 5; Social, Emotional and Mental Health - 3; other difficulty -1; and no specialist assessment 1. There will also be co-existing or combined links across diagnosis. There are 16 children classified as EAL (English as an additional Language).

The School is required to prepare an Accessibility Strategy and Accessibility Plan for increasing the accessibility over time of the School

for pupils with additional needs. The DDA requires schools to plan for:
Increasing the extent to which pupils with additional needs can access the School curriculum;

a. *Improving the access to the physical environment of the School*
b. *Improving the delivery of written information to pupils with additional needs*

a) Increasing access to school curriculum

Ashwicken Primary School aims to provide high quality, challenging and stimulating teaching, which is matched to the differing needs of our children. The School aims to be inclusive by continually reviewing what we do to ensure that children fulfil their potential regardless of EAL, SEN or disability:

- *Staff and Governors review policies annually*
- *The SIDP (School Improvement and Development Plan) sets targets to improve the quality of education, teaching, curriculum and assessment provided by the school*
- *All policy and aspect documents are written and reviewed to a policy outline, which includes reviewing each area with reference to children with SEN. Supporting policies are the Equal Opportunities / SEND policy / Curriculum policies / Safeguarding policy / Educational Visit policy.*

b) Improving access to the physical environment of the school

Ashwicken Primary School was upgraded in a lengthy period of building work in July 2014 and the building was designed to meet the requirements of the DDA and current building regulations. Consequently, the building fully complies with the physical access requirements of the DDA. However, the School recognises that over time some modifications may be required in the future to meet the specific needs of any pupils with additional needs and staff particularly in the older part of the school.

c) Improving Written Information

The School ensures our stakeholders have equal access to written information. We have the ability to produce key documents for pupils and/or parents in appropriate fonts and print styles. We have access to printing Braille via the LA and have even arranged translation services when required.

Footnote - *The DDA definition of disability is "A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities." The definition includes a wide range of impairments, including hidden impairments. If, for example, a child has an impairment affecting mobility, sight or hearing, or has learning difficulties such as a mental health condition, epilepsy, autism, a speech, language or communication impairment, asthma or diabetes then he or she may have a disability if the effect of the impairment on the child's ability to carry out normal day-to- day activities is 'substantial' and 'long-term'. Substantial in the DDA means 'more than minor or trivial' and Long-term means that the impairment has lasted at least a year or likely to last for at least a year.*

Accessibility Targets 2026–2028

A. Increasing Access to the Curriculum

Target	Strategies	Lead	Timeframe
Ensure consistently high-quality adaptive teaching across all classrooms	- Embed Rosenshine & adaptive teaching - Use PEaSS expectations - Termly SEND-focused learning walks - CPD on executive functioning, dyslexia, autism, SEMH	HT/ SENCo, SLT	Ongoing 2026–28
Strengthen early identification and APDR quality	- Refine APDR cycles - Moderation of targets termly - Strengthen links with EPSS, SALT, ATT - Use Provision Map to track impact	SENCo	Termly
Improve access for pupils with SEMH needs	- Embed trauma-informed practice - Develop regulation spaces - ELSA interventions - Strengthen pastoral systems	SENCo, MH Lead	2026–27
Ensure curriculum materials are accessible	- Use overlays, enlarged print, visual supports - Increase assistive technology (Clicker, Nessy, text-to-speech) - Provide alternative recording methods	Class Teachers, SENCo	Ongoing
Strengthen transition for vulnerable pupils	- Enhanced transition plans for YR & Y6 - Additional visits for ASD/SEMH pupils - Joint meetings with nurseries & secondary SENDCos	SENCo, EYFS Lead, Y6 Teacher	Annually

B. Improving Access to the Physical Environment

Target	Strategies	Lead	Timeframe
Maintain and enhance physical accessibility	- Annual accessibility audit - Ensure clear signage & decluttered corridors - Review lighting, acoustics & sensory considerations	HT, Site Manager	Annual
Respond to individual physical/sensory needs	- Provide adapted seating, slopes, grips - Liaise with OT/Physio for personalised adjustments - Maintain accessible toilet compliance	SENCo, HT	As needed
Improve outdoor accessibility and inclusion	- Review playground zoning - Increase inclusive play resources - Train Peer Mediators & Play Leaders	HT, SLT	Summer 2026
Develop quiet/sensory spaces	- Create low-stimulation areas - Provide sensory circuits & equipment - Train staff in safe use	SENCo	2026–27

C. Improving Access to Written Information

Target	Strategies	Lead	Timeframe
Ensure all written communication is accessible	- Provide translations - Offer alternative formats (large print, simplified text) - Ensure website meets accessibility standards	HT, Office	Ongoing
Improve parent understanding of SEND processes	- Termly SEND newsletters - Parent workshops (APDR, dyslexia, autism, SEMH) - Clear signposting to local agencies	SENCo	Termly
Ensure pupils access written information independently	- Use visual timetables in all classrooms - Provide personalised timetables - Increase use of symbols/Widgit	Class Teachers	Ongoing

Monitoring and Review

This plan will be:

- reviewed annually by the **Headteacher, SEN lead, and SEND Governor**
- evaluated against measurable outcomes (APDR impact, pupil progress, accessibility audits, parent feedback)
- updated in response to emerging needs, external agency recommendations, and SIDP priorities

Next review: **September 2027**