St Nicholas Priory C.E.V.A. Primary School & Nursery

Accessibility Plan

'We come not to be served but to serve' – Matthew 20

Plan period	September 2026 – July 2029
Responsible body	Governing Body
Operational leads	Headteacher / SENCO / DHT / Site and curriculum leads as appropriate
Review cycle	Termly monitoring; annual formal review; full plan review by July 2029
Publication	School website; accessible alternative formats available on request

1. Purpose and statutory basis

This plan sets out how St Nicholas Priory C.E.V.A. Primary School will improve accessibility for disabled pupils over the period 2026–2029. It is designed to be a practical working document and to sit alongside the School Improvement Plan (SIP), SEND Information Report, SEND policy, Equality information and objectives, curriculum documentation, behaviour and attendance work, and premises planning.

The Equality Act 2010 requires schools to have a written accessibility plan covering three areas: increasing disabled pupils' participation in the curriculum; improving the physical environment so disabled pupils can access education and associated services; and improving access to information provided in writing to non-disabled pupils. The responsible body must keep the plan under review, revise it where necessary and implement it.

This plan also supports the school's anticipatory approach to reasonable adjustments. Individual reasonable adjustments remain a matter for the pupil and circumstances concerned and are not replaced by this plan.

2. School context and priorities

- The school is a maintained primary school from Reception to Year 6. The current SIP records a roll of 456 pupils, SEND indicators above national averages and more than 40 EHCPs, with the specialist POD provision continuing to grow.
- The 2026–27 SIP identifies increasing cohort complexity and, specifically, the need to strengthen specialist expertise in SEND writing, improve access to writing for high-needs pupils, develop SEMH provision, sustain attendance, and improve engagement and outcomes for SEND learners.
- Current whole-school priorities particularly relevant to accessibility are: writing (including spelling and real-purpose writing), Voice 21/oracy, formative action and PiXL therapies, SEMH provision through The Garden, and development of inclusive opportunities through the curriculum and wider school life.

- The previous Accessibility Plan (2022/23–2025/26) identified curriculum access, sensory/environmental needs, specialist equipment, and emergency evacuation as priorities. This new plan carries forward those priorities where they remain relevant and adds a clear information-access strand.

3. Accessibility principles

- Accessibility is an ongoing whole-school responsibility, not solely a SEND responsibility.
- Barriers will be considered in advance wherever reasonably possible, while individual needs and reasonable adjustments will be reviewed as they arise.
- Pupil and parent/carer views will inform accessibility decisions where appropriate.
- The school will seek to maintain high expectations and remove barriers rather than unnecessarily reduce curriculum entitlement.
- Accessibility actions will be linked to existing improvement work wherever possible so that implementation is realistic and resources are used efficiently.

4. Accessibility Action Plan

A. Increasing access to the curriculum

Priority / barrier	Actions 2026–29	Lead / contributors	Timescale	Success measures / evidence
Access to writing for pupils with SEND/high needs can be a significant barrier.	Embed accessible writing approaches already identified in the SIP: CUSP consistency, explicit modelling, spelling support, Talk for Writing in the POD, purposeful 'real audience' writing and appropriate task selection. Audit whether pupils with SEND can demonstrate learning without avoidable barriers.	SENCO, writing lead, DHT/SCT, class teachers, POD staff	2026–29; reviewed termly	Learning walks/book studies show agreed adaptations in use; pupil work shows increased independence; SEND writing engagement/outcomes are tracked through existing school assessment and PITA/PiXL processes.
Communication and oracy can affect participation, self-expression and access to learning.	Continue embedding Voice 21 structures, including explicit teaching/modeling of listening, speaking and responding. Provide alternative or supported ways for pupils with communication needs to contribute and demonstrate understanding.	Oracy lead, SENCO, class teachers, teaching adults	Ongoing; termly review	Voice 21 structures visible in learning walks; pupil voice shows increased confidence; pupils with communication needs have documented effective approaches where required.

Assessment and classroom practice can create barriers if gaps are not identified quickly.	Use formative action, PITA and PiXL analysis to identify barriers and targeted therapies. Ensure adaptations are considered when planning, teaching and assessing disabled pupils.	SCT, SENCO, year-group teams, teaching adults	Each term	Data and work scrutiny show targeted action; intervention/therapy records demonstrate review of impact; SEND progress is discussed at data points.
Some pupils require a less traditional learning environment or bespoke SEMH provision.	Develop and review The Garden/SEMH provision, including a suitable curriculum, functional English and maths, outdoor learning and planned reintegration/transition where appropriate. Ensure access decisions are reviewed against pupil need and progress.	DHT, SEMH lead, SENCO, relevant staff	2026–29; termly	Provision is reviewed termly; curriculum and assessment records show participation and progress; attendance, engagement and behaviour information is used to evaluate impact.
Access to trips, clubs, enrichment and wider school opportunities may be affected by disability.	For trips, visitors, play, OPAL and enrichment, identify access barriers in advance and plan reasonable adjustments, adult support, equipment, communication supports or alternative arrangements where needed. Avoid excluding pupils solely because a standard arrangement is inaccessible.	Trip/activity lead, SENCO, class teachers, OPAL lead	Ongoing	Pre-activity checks completed where needed; disabled pupils participate in the full range of opportunities as far as reasonably practicable; any adjustments are recorded and reviewed.

B. Improving the physical environment

Priority / barrier	Actions 2026–29	Lead / contributors	Timescale	Success measures / evidence
Sensory/environmental factors can make some areas over-stimulating.	Maintain a clear rationale for corridor/wall displays and review sensory load. Use advice from relevant specialists, including occupational therapy where needed, to make reasonable environmental adaptations for individual pupils.	SENCO, teaching & learning team, site team	Audit annually and when need changes	Environment audits completed; identified adaptations implemented; pupil/staff feedback and individual reviews demonstrate improved access.

The site includes areas where accessibility and emergency evacuation require careful planning.	Maintain and test emergency evacuation arrangements for disabled pupils. Review Personal Emergency Evacuation Plans (PEEPs) or equivalent individual arrangements where required, including for pupils who cannot use the lift during fire evacuation. Ensure relevant staff know their roles and receive appropriate training.	Site manager, Business Manager, SENCO, DHT	Review annually and whenever circumstances change	Current evacuation arrangements are documented; drills/assessments identify and address barriers; relevant staff are trained; governors receive assurance.
Specialist provision and equipment need to respond to changing needs.	Use specialist advice and individual assessment to identify equipment/environmental adaptations for pupils who need them. Maintain an equipment log and review whether equipment remains appropriate and effective.	SENCO, site team, relevant specialists	Ongoing; termly review of identified needs	Equipment/adaptations are available when required; impact is reviewed; actions and costs are tracked.
The school environment is developing through OPAL and other premises projects.	Include accessibility in space audits, OPAL development, the Garden/SEMH provision, POD expansion and future premises work. Consider access, sensory needs, supervision, safe movement and participation before changes are implemented.	DHT, site team, OPAL lead, SENCO	2026–29	Accessibility considerations recorded in relevant project planning; barriers are identified before implementation; disabled pupils can participate safely.

C. Improving access to information

Priority / barrier	Actions 2026–29	Lead / contributors	Timescale	Success measures / evidence
Written information may not be accessible in the same format for every disabled pupil.	Adopt a consistent process for identifying preferred accessible formats and communication methods. Where information is routinely provided in writing, consider visual, simplified, enlarged, audio/digital or other appropriate formats	SENCO, class teachers, office/admin team	Process established Autumn 2026; ongoing	Pupil profiles/records identify relevant communication needs; staff know where to find them; requested information is provided in an appropriate format

	according to individual need.			within a reasonable time.
Classroom instructions can be a barrier where pupils need additional processing, communication or sensory support.	Build on existing practice identified in the previous plan, including devices for writing and QR-linked instructions where useful. Use consistent visual/verbal supports, chunking, modelling and repetition where these remove an identified barrier.	SENCO, curriculum leads, class teachers	2026–29	Learning walks and pupil voice show that pupils can access instructions; staff can explain adjustments used; individual strategies are reviewed for impact.
Parents/carers may require information in an accessible form.	Ensure the school can respond to requests for information in an appropriate accessible format and, where necessary, consider language/communication needs alongside disability-related accessibility needs. Keep the published Accessibility Plan available on the website and on request in alternative formats.	Headteacher, office team, SENCO	Ongoing	Requests are logged and responded to; accessible versions are provided where reasonably required; plan remains publicly available.
Pupil voice is central to identifying whether accessibility measures work.	Use pupil voice, Conversation Cafés, pupil discussions and individual reviews to ask disabled pupils what helps and what remains a barrier. Feed findings into termly accessibility monitoring and the SIP where appropriate.	SENCO, DHT, class teachers, governors	Termly / as part of existing pupil voice activity	Pupil voice produces identifiable actions; actions are followed up; governors receive assurance on progress.

5. Reasonable adjustments and individual planning

The school will continue to make reasonable adjustments for disabled pupils. This may include changes to teaching and assessment arrangements, communication approaches, use of auxiliary aids/equipment, timetabling or access arrangements. The appropriate adjustment will depend on the individual pupil, the particular activity and the disadvantage identified.

Where a pupil has an identified disability-related access need, the school will record the effective strategies in the appropriate pupil/SEND documentation and ensure that relevant staff know what is required. This Accessibility Plan does not replace individual provision, risk assessments, medical plans, EHCP provision or other statutory/individual arrangements.

6. Monitoring, evaluation and governance

- The SENCO will coordinate implementation and maintain an overview of accessibility actions, working with the DHT, site/business leads and curriculum leaders.
- Actions will be reviewed termly through existing school improvement, SEND and leadership monitoring arrangements rather than creating a separate burdensome system.
- Evidence will include learning walks, book/pupil work studies, pupil voice, parent/carer feedback where available, attendance/engagement information, assessment data, environment audits, evacuation/drill records and records of reasonable adjustments.
- Governors will receive at least annual assurance on progress and any significant barriers, resource implications or changes required.
- The plan will be formally reviewed each year and revised where necessary. A full review will take place by July 2029, or earlier if significant changes to the school population, buildings or provision make revision necessary.

7. Resourcing

The school will have regard to the need to allocate adequate resources to implementation. Accessibility work will be resourced through existing SEND, staffing, premises, curriculum and school improvement budgets where appropriate, with external advice/funding sought when available.

The 2026–27 SIP already identifies resources associated with relevant accessibility priorities, including Voice 21 funding, writing resources/training, SEMH provision and OPAL development. Specific individual equipment or environmental costs will be considered through the school's normal budget and specialist advice processes.

8. Publication and availability

This Accessibility Plan will be published on the school website. A paper copy will be available on request. The school will consider requests for an alternative accessible format and will provide information in a form appropriate to the needs of the person requesting it, where reasonably practicable.

9. Linked documents

- School Improvement Plan 2026–2027
- SEND Policy and SEND Information Report
- Equality information and equality objectives
- Curriculum policies and subject development plans
- Behaviour and attendance policies/plans
- Medical needs and emergency evacuation arrangements
- Premises Development Plan
- Safeguarding and risk assessment documentation

Compliance note: This plan has been structured around the three statutory accessibility-planning strands in Schedule 10 of the Equality Act 2010 and the school's current 2026–27 improvement priorities. It should be read alongside the school's other statutory and operational documents; it is not a substitute for obtaining specific legal advice where a particular equality or disability matter is disputed.