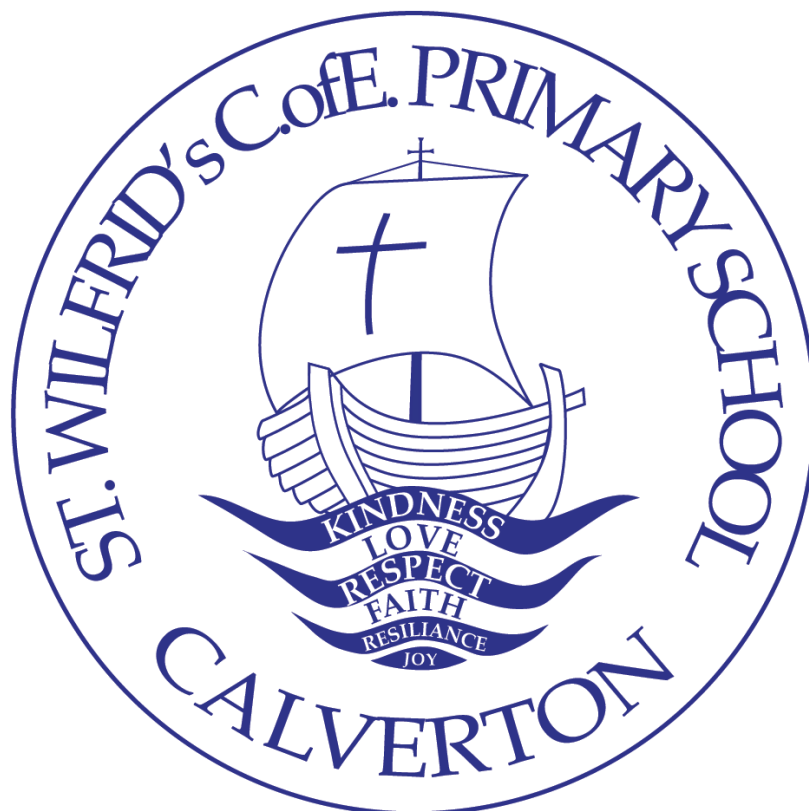




St Wilfrid's CE Primary School

Accessibility Plan

This plan will be reviewed annually and updated as required.

Next review: July 2026.

Target	Strategies	Intended Outcome	Timeframe
Maintain an accurate SEN register and review learning support.	Regular meetings between the SENCo and teachers to review pupil needs, provision, and progress. Update the SEN register following assessments, reviews, and admissions.	SEN register is accurate and up to date. Pupils receive appropriate and effective support that meets their individual needs.	Termly
Ensure teaching and learning supports the inclusion of all pupils.	Teachers plan and deliver a differentiated and accessible curriculum. Inclusive teaching strategies and reasonable adjustments are shared with staff as required.	All pupils can access learning regardless of disability, SEN, race, ethnicity, culture, language, or mobility. Pupils are supported to achieve their full potential.	Ongoing; formally reviewed annually
Monitor curriculum planning and pupil progress to promote achievement for all.	SEnCo monitors a sample of planning and classroom practice. School policies are reviewed to ensure they meet the needs of pupils with SEND and disabilities. Pupil progress data is analysed regularly to identify and address any barriers to learning.	Curriculum planning is inclusive, and pupils with SEND make good progress from their starting points.	Annually
Review the school's ethos and wellbeing policies to promote inclusion and accessibility.	The Headteacher works with governors, staff, pupils, and parents to review the Ethos Statement, Emotional Health and Wellbeing Statement, and Home-School Agreement where appropriate.	School policies promote equality, inclusion, accessibility, and positive attitudes towards diversity.	Annually
Ensure staff receive appropriate SEND and accessibility training.	Audit staff training needs through appraisal, professional discussions, and emerging pupil needs. Arrange relevant SEND and accessibility training. Encourage staff to share learning following external training and participate in collaborative training opportunities where appropriate.	Staff have the knowledge, skills, and confidence to provide high-quality, inclusive teaching and meet the needs of pupils with SEND and disabilities.	Annually and as required
Improve the physical environment to increase access for pupils, staff and visitors with disabilities.	Carry out regular accessibility audits of the school site. Ensure classrooms, entrances, pathways and facilities remain accessible. Make reasonable adjustments where required and consider accessibility when planning future improvements.	The school environment is accessible and enables pupils, staff and visitors with disabilities to participate fully in school life.	Annually and as required
Improve access to information for pupils, parents and visitors with disabilities.	Provide information in alternative formats where required, including large print, electronic formats or translated materials. Ensure the school website and communications are accessible and staff are aware of individual communication needs.	Information is accessible to all members of the school community, enabling equal access to learning and school information.	Ongoing; reviewed annually