



Abbots Farm Infant School and Abbots Farm Preschool Accessibility Plan – 2025- 2026

Target / Impact measures	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum					
To ensure there is appropriate differentiation / adaptive teaching so that all pupils can access the curriculum. 100% of teaching staff will implement at least three adaptive teaching strategies per term	Continuous provision approach used in all year groups to allow children to access things independently and grow independence over their time with us.	Ongoing		Head Teacher / SLT	Lesson observations and pupil progress data
	Teaching is adapted by simplifying instructions and using visuals, providing a differentiated task, using different equipment or resources and the use of adult support.	Ongoing		Teachers	
Ensure children with Speech & language needs can access learning 90% of pupils with identified speech and language needs will demonstrate measurable progress on their individual targets All staff working with these pupils will receive training in Makaton and visual communication strategies	Support and training from Speech and language therapist Dedicated time to support children with speech and language targets Use of Makaton Have a communication friendly environment including the same set of visual timetable symbols in every classroom.	by December 2025. Ongoing		SENCo	Termly reviews Input from the Speech and Language Therapist.

<p>Ensure a range of resources for EAL pupils in a variety of languages.</p> <p>All classrooms will be equipped with at least five multilingual resources tailored to their current EAL cohort.</p> <p>Staff will receive training on using these resources effectively</p> <p>Leuven scales show 100% of EAL children are scoring a 3 or more for involvement after their first half term.</p>	<p>Investigate use of ICT in various formats so that all pupils can access the curriculum. Computers/iPads to be used to help with alternative recording for some children such as use of dictation software or immersive reader.</p>	<p>By March 2026</p> <p>Ongoing</p>	<p>Ongoing updates of current resources e.g., iPads, Chromebooks, laptops, and support from ICT services.</p>	<p>Computing lead</p>	
<p>Ensure access to assessment for EAL pupils new to the country by EMTAS.</p> <p>Staff will receive training on interpreting and applying the scales</p> <p>100% of newly arrived EAL pupils will be assessed using EMTAS proficiency scales within four weeks of enrolment.</p>	<p>Staff training on using the levels proficiency scales.</p>	<p>By December 2025</p>	<p>Purchasing whole staff training</p>	<p>EAL lead</p>	<p>Assessment outcomes will be reviewed termly to inform targeted support.</p>

<p>Up-to-date EAL & SEN CPD for all staff.</p> <p>100% of teaching and support staff will have completed at least two CPD sessions focused on current EAL and SEN needs.</p> <p>Lesson observations will reflect improved inclusive practice</p>	<p>Whole staff training on different areas of need (this can be based around the needs of the children who are currently in our setting) led by professionals who will support these children's needs in our school.</p>	<p>By July 2026</p>	<p>Federation training on supporting children with higher level SEND- Oct</p>	<p>SENCo</p>	
	<p>Staff Room display board to give staff more awareness of different needs and disabilities.</p>	<p>Half Termly</p>	<p>Information for display board</p>	<p>SENCo</p>	
<p>To maximise support for SEN children</p> <p>100% of SEN pupils will have IEPs reviewed and updated, with consistent adult support documented in provision maps.</p> <p>At least 85% of pupils will show progress against their IEP targets, as measured through teacher assessments and SENCo tracking</p>	<p>Adult on SEN role supports children in provision on achieving IEP targets. Adult remains consistent for length of IEP targets so that targets can be adapted and moved on in a timely manner.</p>	<p>By July 2026</p>	<p>SEN adult</p>	<p>SENCo and Class Teacher</p>	<p>Half termly reviews</p>
<p>To ensure all children have access to appropriate learning tools by providing tailored resources that support individual needs, including sensory, physical, and cognitive</p>	<p>Coloured overlays for pupils with visual difficulty/Scotopic and use of books with different coloured paper. Sensitivity associated with Dyslexia.</p>	<p>By July 2026</p>	<p>Purchase overlays Purchase a range of lined and squared books with different coloured paper</p>	<p>SENCo</p>	<p>Termly tracking of usage</p>
	<p>Specially shaped pencils and pens for pupils with grip difficulty.</p>		<p>Purchase pencils and grips</p>	<p>SENCo</p>	
	<p>Workstations used for individual children.</p>			<p>Class Teacher</p>	

<p>differences</p> <p>100% of identified pupils will have access to personalised resources (e.g., overlays, adapted writing tools, sensory aids)</p> <p>At least 90% of staff reporting improved pupil engagement and independence.</p>	Use of Racing to English resources in continuous provision		Racing to English	Class Teacher	
	Sensory resources to support children with sensory processing difficulties.		Purchase sensory toys	SENCo	
<p>Ensure that all classrooms and shared learning spaces are inclusive and accessible by implementing consistent visual supports, clear labelling, and sensory-friendly features</p> <p>100% of classrooms will meet inclusive environment criteria as verified through termly audits and SENCo observations.</p> <p>At least 90% of staff will report improved pupil independence and engagement in learning environments</p>	Reinforce responsibilities of all teachers as outlined in the Teaching Standards.	<p>Ongoing through coaching and performance management.</p> <p>By July 2026</p>	Teaching Standards	All staff	All staff to be involved in environment
	Continuous Provision and Outdoor Learning used in all year groups.			All staff	audits.
	Look at classroom environments and check that resources are labelled with text and picture so that all children can access what they need.		Communication in Print used within the classroom for labels etc.	All staff	SEN Governor
	All classrooms to have a yellow display board with a black edge for English/ phonics working wall and a blue display board with a white edge for their maths display board, to provide consistency for children as they progress through school.		<p>Yellow and blue backing paper</p> <p>Black and white board edging</p>	All staff	to take part in monitoring activities such as an environment walk with SENCo with a focus on environment
	Alternative ways of recording for children who struggle with physical development such as photographs, videos and use of dictation functions on Word.			All staff	and accessibility to the environment.

Access to Wider Curriculum					
<p>Increase participation of pupils with SEND, EAL, and those eligible for Pupil Premium in extracurricular school activities through targeted support, inclusive planning, and regular monitoring.</p> <p>Pupils are at least proportionally represented in involvement of targeted pupil groups in clubs and enrichment activities.</p> <p>Pupil voice surveys will reflect improved enjoyment and sense of inclusion.</p>	<p>Ensure school activities are accessible to all students by liaising with outside providers to ensure they understand children’s needs.</p> <ul style="list-style-type: none">• Tang Soo Do• Multisports• Football• Singing Club• Gymnastics• Music lessons (with BAM music)• Bug Club Wrap-around Care	<p>Ongoing</p> <p>Termly participation data</p>	<p>Offer all pupils extra curriculum activities</p> <p>Pupil Premium money to help support those families who cannot pay for activities.</p>	<p>Head Teacher</p>	<p>Head Teacher</p> <p>Governors</p>
Awareness Raising					
<p>Raise awareness of SEND among pupils, staff, and the wider school community</p> <p>Post-event surveys will show that 90% of staff and pupils report increased understanding of SEND</p>	<p>Visitors to school.</p> <p>Host at least three SEND-focused visitor sessions or events annually, supported by follow-up classroom activities and staff reflections.</p>	<p>Ongoing</p>	<p>Staff Room display board to give staff more awareness of different needs and disabilities.</p>	<p>SENCo</p>	<p>Head Teacher</p>
	<p>Charity Days to raise money for different charities.</p>				
Premises					

<p>To ensure premises are accessible</p> <p>Ensure that all areas of the school premises are accessible to pupils, staff, and visitors with disabilities by conducting biannual accessibility audits</p> <p>Stakeholder feedback will show a 90% satisfaction rate with physical access to the school</p> <p>All high-priority adjustments identified within (timescale)</p>	<p>Ensure that all areas of the school buildings and grounds are accessible to all children and adults and to continue to improve the access to the physical environment for all.</p>	<p><i>Biannual accessibility audits</i></p>	<p>Time</p> <p>Lift in hall serviced</p>	<p>School Business Manager</p>	<p>Head Teacher</p> <p>Governors</p>
	<p>Maintain Safe Access around exterior of school premises.</p>			<p>Caretaker</p>	
	<p>Wheelchair accessible toilet and lift installed.</p>			<p>Headteacher</p>	
	<p>Disabled parking space signed and kept clear. Timetabled to allow different household to access the disabled parking space.</p>			<p>Headteacher</p>	
	<p>Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.</p>			<p>Caretaker</p>	
	<p>Ensure signage of evacuation procedures, internet safety, fire drill etc. are up to date.</p>		<p>Appropriate signage to be purchased for around school.</p>	<p>Headteacher</p>	
	<p>PEEPS for individual children in the event of a Fire Evacuation.</p>	<p>As necessary</p>		<p>SENCo and Class Teacher</p>	<p>Class Teacher and Head Teacher</p>
<p>Availability of Documents in Alternative Formats</p>					
<p>Ensure that all key school communications and documents are</p>	<p>Availability of documents in alternative formats. Offer materials in alternative formats and languages</p>	<p>By July 2026.</p>	<p>Use of larger print.</p>	<p>Office Staff</p>	<p>EAL co-ordinator</p>

<p>accessible and understandable</p> <p>100% of essential school documents will be available in at least two alternative formats (e.g., large print, translated versions)</p> <p>Parent feedback surveys will show at least 90% satisfaction with the accessibility and clarity of school communications.</p>	<p>Promote available tools e.g.</p> <ul style="list-style-type: none"> Class Dojo has a translation facility for those families who have English as an Additional Language. Google Translate 		<p>Translation feature on Class Dojo for those families with English as an Additional Language.</p>		<p>Head Teacher</p> <p>SENCo</p>
	<p>Ensure all parents/carers have equal opportunity to access information from school.</p>				
	<p>Highlight on school website that documentation is available in larger print.</p>				
	<p>Review accessibility of newsletters and letters to parents: Class Dojo, hard copy at office and on School Website. Use of Alt Text on the website to support people with visual impairment.</p>				
	<p>Promote the use of Google Translate to translate documents into different languages - https://translate.google.co.uk/</p>		<p>Google Translate</p>		

To be Reviewed: July 2026