



Accessibility Plan 2025 – 2028

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'.

Area 1: Accessing the Curriculum					
Timescale	Targets	Strategies	Outcomes	People involved/ Responsibility	Actions and Reviews
Short term Completion - Academic Year 2025/2026	Ensure all pupils with SEND, neurodivergence and vulnerable groups access high quality teaching through the Graduated Approach (Assess, Plan, Do, Review).	<p>Embed High Quality Teaching and reasonable adjustments as outlined in the Graduated Approach.</p> <p>Provide CPD on adaptive teaching and Trauma-Informed Practice.</p> <p>Ensure SEND support plans and provision maps are high quality and consistently implemented.</p> <p>Termly pupil progress meetings and SEND reviews.</p>	<p>Increased engagement and progress for SEND and disadvantaged pupils</p> <p>Improved staff confidence in meeting needs</p>	<p>Class Teachers</p> <p>Teaching Assistants</p> <p>SENCO</p> <p>SLT</p>	
Medium term - Academic Year 2026/2027	Strengthen Early Identification and intervention across the 4 Areas of Need: Communication & Interaction; Cognition & Learning Social, Emotional & Mental Health Sensory &/or Physical	<p>Use assessment tools (NFER, RWI, FFT, WellComm, Boxall Profile, Birmingham SEND Toolkit), Engagement Model, PASS) to assess and inform SMART target setting.</p> <p>Monitor effectiveness of interventions and involve external agencies where required.</p> <p>Engage in Dyslexia-Friendly training (SENIS)</p>	<p>Reduced attainment gaps</p> <p>Earlier identification</p> <p>More effective intervention and support</p>	<p>Class Teachers</p> <p>Teaching Assistants</p> <p>Assessment lead</p> <p>SENCO</p> <p>SLT</p> <p>Sefton Inclusion Team</p> <p>External Agencies</p>	
Long term Completion - Academic Year 2027/2028	Embed an inclusive curriculum aligned with the school SEND & Inclusion Policy and vision and the upcoming new National Curriculum	<p>Curriculum audits with pupil voice</p> <p>Review access arrangements with reasonable adjustments</p> <p>Annual curriculum and SEND review</p>	<p>Sustained progress and well-being</p>	<p>Subject leaders</p> <p>Class Teachers</p> <p>SENCO</p> <p>SLT</p>	

Area 2: Physical Environment					
Timescale	Targets	Strategies	Outcomes	People involved/ Responsibility	Actions and Reviews
Short term Completion - Academic Year 2025/2026	Develop nurturing and sensory-friendly environments	<p>Staff training - sensory circuits for use with groups and whole class</p> <p>Sustain low-arousal areas</p> <p>Provide specialist equipment as required e.g. sensory resources</p> <p>Behaviour and well-being analysis – PASS/Boxall</p>	<p>Improved regulation</p> <p>Staff more confident to meet sensory and physical needs</p>	<p>Class teachers</p> <p>Teaching Assistants</p> <p>SLT</p> <p>Well-being governor</p>	
Medium term - Academic Year 2026/2027	Improve physical and sensory access across the school site	<p>Accessibility audit of building</p> <p>Improve & declutter classroom layouts, displays and calm spaces</p> <p>Annual premises review</p>	<p>Accessible environment</p> <p>Calm, decluttered spaces free of 'visual noise'</p> <p>Displays in line with advice from Sefton Autism Team Inclusion Consultant (muted colours for backing paper, straight borders in school colours)</p>	<p>Class teachers</p> <p>Teaching Assistants</p> <p>SLT</p> <p>Site manager</p> <p>Health & Safety governor</p> <p>Compliance representative</p>	
Long term Completion - Academic Year 2027/2028	Ensure sustainability of accessible facilities	<p>Further accessibility audit with actions</p> <p>Strategic site planning review</p>	Long-term accessibility	<p>SLT</p> <p>Governors</p> <p>Compliance representative</p>	

Area 3: Access to Information					
Timescale	Targets	Strategies	Outcomes	People involved/ Responsibility	Actions and Reviews
Short term Completion - Academic Year 2025/2026	Ensure information is accessible to all parents and carers	Provide alternative formats as required Review SEND and website accessibility Parent/carer feedback questionnaire Melling In Focus information for parents/carers	Improved parental access and engagement/understanding New website platform accessible and compliant with requirements You said...so we... feedback to parents/carers	SLT SENCO Office staff Class teachers	
Medium term - Academic Year 2026/2027	Improve engagement with vulnerable families	Sefton Parent Carer Forum coffee mornings Parent workshops SEND review meetings Monitoring attendance and engagement	Increased engagement and attendance	Class teachers SENCO SLT	
Long term Completion - Academic Year 2027/2028	Embed inclusive communication practice	Staff training Review of communication methods Annual accessibility review	Strong partnerships between home and school	SLT Parent governors	