

Cabot Primary School Accessibility Plan 2025-26

Improving the Physical Environment

Targets	Lead Person	Strategies	Outcome	Timescale	Success Criteria
Access to and exit from main building and portacabin classrooms.	SBM	Ensure that all exits are maintained and kept clear from clutter.	Regular monitoring of exits by Site Manager, SBM, H & S Governor and all	Ongoing	Parents and pupils with mobility needs are able to access all areas of the building.
Children with additional needs placed in suitable classrooms.	Inclusion Lead/SBM	Ensure children with additional needs are able to access classrooms and facilities without difficulty.	Careful consideration of choice of classrooms for children with additional needs.	Every July or when new children attend.	Every child with additional needs accesses classrooms as easily as possible.
Access to and exit from main hall for people with mobility needs.	HT	Ensure that exits are maintained and kept clear from clutter.	Take appropriate action if necessary.	Reviewed regularly	Wheelchair users able to access main hall.
Ensure that all disabled pupils can be safely evacuated.	Inclusion Lead /SBM	Put in Personal Emergency Evacuation Plans for individual pupils. Ensure all staff are aware of their responsibilities.	All disabled pupils and staff are safe and confident in the event of an evacuation.	Updated in Term 1 then ongoing – when needed	All staff and pupils know the PEEP arrangements.
Provide height adjustable furniture and specialist equipment where needed.	Inclusion Lead /SBM	Seek advice from relevant professionals.	All pupils have appropriate furniture and equipment.	Updated in Term1 - then ongoing – when needed	Full access to the curriculum.
All out-of-school activities are planned to ensure the appropriate participation of the whole range of pupils	All	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Throughout the year	Increase access to all school activities for all disabled pupils

Improving access to the Curriculum

Targets	Lead Person	Strategies	Outcome	Timescale	Success Criteria
To ensure that all teachers and teaching support staff are confident in their ability to support pupils with disabilities.	Inclusion Lead/HT	To provide support to all staff to enable them to meet the needs of pupils with additional needs.	Pupils with disabilities can access all aspects of the curriculum.	Termly	Provision for children is improved through appropriate training for all relevant staff.
To identify training needs of new staff and in relation to new children.	Inclusion Lead/HT	Undertake audit of new staff.	All staff have received appropriate training as necessary.	Termly Regular training throughout the year.	Provision for disabled children improves through appropriate training of staff.
Ensure all staff are aware of and able to use SEND software and resources.	Inclusion Lead/HT/IT Lead/IT Support	Audit of all SEND ICT and other resources and make a list available to all staff. Run individual training sessions on use of SEND software.	Staff aware of resources available and how to use them.	Training when new software and resources arrive. Training for staff undertaking specific support.	Wider use of SEND resources in all subjects.
Develop consistent approach to scaffolding and alternative provision in school.	Inclusion Lead/HT	Staff meeting to share good practice. SEND Surgeries	Staff will have clear understanding of scaffolding and methods of recording.	Termly 3 times per year	All staff confident and consistent in range of scaffolding strategies and use of alternative recording.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Inclusion Lead/All	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Throughout the year	Increase in access to the Curriculum
All out-of-school activities are planned to ensure the appropriate participation of the whole range of pupils.	All	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Throughout the year	Increase in access to all school activities for all disabled pupils.

Improving access to Information

Targets	Lead Person	Strategies	Outcome	Timescale	Success Criteria
Ensure that disabled pupils can take part in extra curricular (in or out of school) activities and out of school visits to maximise opportunity.	All	Ensure transport and any relevant equipment is checked. Check access arrangements.	Pupils with disability needs are able to access these activities.	Ongoing	A broad range of experiences for all pupils.
To enhance communication with and participation of parents/carers with disabilities.	All	Regular meetings with parents/carers. Open door policy. Attendance of Inclusion Leader at pupil progress meetings.	Positive responses given on parent questionnaires. Positive feedback.	Ongoing	All parents/carers feel fully involved and consulted.
Availability of written materials in alternative formats (if needed).	All	The school to identify services available through LA for converting information into alternative formats.	If necessary, school is able to provide information in alternative formats.	Ongoing	Access to information is improved for all