

Willow Primary School Accessibility Plan

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Welcome to our 3 Year Plan for SEND

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1. Introduction

Since 2002, educational institutions have been mandated to develop Accessibility Plans. While common perceptions may limit accessibility to physical modifications such as accessible restrooms and ramps, the scope of accessibility extends significantly beyond structural adaptations. For many students with diverse needs, including those with conditions such as ADHD, true accessibility necessitates the provision of tailored resources and strategic interventions. Examples include the availability of wobble cushions, individualised reward systems, sensory regulation tools (e.g., fiddle toys), opportunities for movement breaks, and the implementation of sensory circuits. These measures can be achieved without extensive structural alterations.

This Accessibility Plan articulates our foundational philosophy, strategic objectives, and the concrete measures we intend to implement to enhance accessibility across our academy. Our comprehensive approach encompasses both physical adjustments and pedagogical and environmental strategies designed to support all members of our community, including both students and adults. It is important to acknowledge that complete barrier removal may not always be feasible. In such instances, our commitment lies in collaboratively devising innovative solutions to mitigate or overcome existing barriers. We invite you to continue reading to learn more about our commitment to fostering an inclusive and accessible environment.

2. Our Goals

Our goals reflect our academies ambitions. They are also based on what parents and children say is important to them.

<p>1 All children have been exposed to a good range of disabled role models (including both milder and more severe needs).</p>	<p>2 There is no bullying of children because of their SEND.</p>	<p>3 Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.</p>
<p>10 Attendance of SEND pupils is better than the whole school average.</p>	<p>11. The school will foster a pervasive culture of understanding, acceptance, and celebration of diversity, where all pupils feel valued and belong regardless of their needs.</p>	<p>4 All pupils are given the opportunity to make a positive contribution to the life of the school including extended school opportunities</p>
<p>9 Families of pupils with SEND will feel fully engaged and empowered as active partners in their child's education, regularly contributing to and receiving feedback on their child's progress and support.</p>		<p>5 All pupils with SEND will have clearly defined, ambitious, and regularly reviewed individualised learning pathways that cater to their specific needs and strengths.</p>
<p>8 Pupils with SEND will demonstrate increased self-esteem and confidence in their abilities and contributions.</p>	<p>7 All children with disabilities are offered effective interventions to understand their difficulties as soon as possible (in liaison with parent wishes).</p>	<p>6 Pupils with SEND will develop increasing independence in their learning and daily routines, acquiring essential life skills relevant to their age and future aspirations.</p>

3. Our Plan

What's in our plan?

Our plan in three parts:

- Our children's learning
- Our classrooms and buildings
- What we write

What's not in our plan?

The Accessibility Plan focuses on making things "better" rather than just maintaining existing improvements. For instance, repainting steps for safety isn't included because it's maintenance. However, renewing autism training is included because it enhances staff skills and ultimately improves life for SEND pupils. The guiding principle for inclusion in the plan is whether an action will result in a better outcome by the end of the three-year plan compared to its start.

A note on terms used

- SENDCo = Special Educational Needs & Disabilities Co-ordinator
- SBM = School Business Manager

Our pupils' Learning

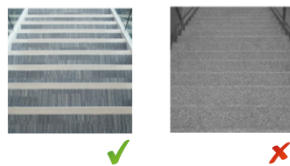
This means what and how we teach children, including in their class, small groups or 1:1 work. It's our biggest section.

When & Who	Target	Comments
2026/2027 All Staff	All children have been exposed to a range of disabled role models (including both milder and more severe needs).	Assemblies to take place to promote this. Opportunities within the curriculum to look at the achievements of those with disabilities. Opportunity for those with disabilities to share their story (if they would like to) to again promote themselves as a disabled role model. Audit resources and curriculum provision.

Jan 2026 Teachers/ TAs and Lunch staff	Staff are trained in restorative practice and can support challenging behaviour in reference to individual needs.	Staff training in restorative questions when children have picked on or been unkind to a peer with SEND. All allegations will be investigated.
2026/ 2027 All Staff	Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.	Opportunities within the curriculum to look at the achievements of those with disabilities. Opportunity for those with disabilities to share their story (if they would like to) to again promote themselves as a disabled role model. Exposure to a range of books reference disability.
Ongoing School Leaders/ Teachers/ After school staff	Ensure that all pupils are given the opportunity to make a positive contribution to the life of the school including extended school opportunities.	Monitor representation in pupil leadership groups. Monitor extended schools registers Audit sustainability of activities. Complete any necessary risk assessments.
2026/2027 SENDCos/ SLT/ middle leaders	Monitor and analyse the attainment of pupils with SEND and act upon trends and patterns within the data.	Pupil progress meetings Assessment for learning Scrutiny of resources/provision Analysis of data SEND plan do review meetings Liaison with parents SEND impact report shared with governors.
2026 KS1 Teachers/ Co-SENDCo (Early Years lead and Assistant Principal)	All children leave Y2 with a receptive and expressive language level of at least 6 years and 11 months.	Wellcomm in F1 and Wellcomm and Nelly interventions in F1 and F2. Phonics intervention to continue into KS2 for those who need it. Drama/oracy opportunities regularly planned for. Continue to ensure that Kagan approach is used effectively throughout school.
Ongoing Teachers/ Tas/ SENDCos	All children with disabilities are offered effective interventions to understand their difficulties (in liaison with parent wishes).	Interventions implemented across school. Interventions regularly monitored by intervention leads. Changes made to groups based on formative assessment.
Ongoing Teachers/ SLT/ SENDCos	Our twice yearly parent sessions are co-produced and enhance the level of SEND know-how in our families	Parent sessions to take place twice yearly. All parents of children on the SEND register invited.

Ongoing All Staff	Ensure full access to the curriculum for all. Engaging with professional agencies to provide support and advice for working with children with additional needs.	Ensure activities and resources are differentiated. Audit use of interactive and ICT equipment Ensure specific equipment is sourced from occupational therapy and specialist agencies if needed. Staff trained to support children with SEND effectively within the classroom. Intervention programmes implemented to target specific gaps in learning for identified pupils including those with SEND.
2025/2026 - Ongoing	We will provide early intervention relating to mental health for y3 – y6 children.	WMIM assemblies will support children with SEMH identification and intervention. Targeted group and individual work WMIM.
Ongoing SLT/ Attendance Officer	2025/26 attendance of SEND pupils to be in line with school average.	Attendance closely monitored and intervention takes place when negative trends identified. PAs identified and worked alongside this year Support for parents who are finding it difficult to get their children into school.

Our Classrooms and Buildings

When & Who	Target	Comments
2026/ 2027 Teachers/ SENDCo/ TA	We will review fire evacuation information through school to ensure that it is communication friendly. Younger children or those with significant SEND needs have adult modelling.	The information should be easy to access for emerging-readers. Reasonable adjustments made to support specific children.
When required SENDCos/ SLT	When the need for repair / renovation arises, we will have contrasting colour nosing. If a new/existing pupil needs this, we will act on this sooner.	Steps that have a different colour to mark the edge are safer and more accessible for people with vision or physical difficulties. We may not do this in three years, but by adding it here, it shows our plan to do it either as the need arises or as soon as we next work on the KS2 building internal steps. 

2025/2026 Site Manager/ SLT	Children with complex SEND needs are safe in school and additional security prevents flight.	Internal Maglock for Coppice Hall. Additional Maglocks in the cold computer suite. Internal corridor gate within KS1.
2025/2026 SENDCo/ SLT	Children with complex SEN have some quiet spaces to access.	Old KS1 cloak rooms converted into small intervention spaces.

Our Written Information

When & Who	Target	Comments
Ongoing Teachers	We will revisit and refine our approach to display so that it balances inspiration with the right levels of stimulation.	All displays, where appropriate, are backed in neutral colours to reduce stimulation.
Ongoing Teachers/ SLT	We will include subheadings in the weekly newsletter so it is clear which class(es) each paragraph relates to. We will include pictorial representations and captions.	<p>The newsletter has a very predictable layout. This step enables parents who find reading harder to skip sections to find the parts that matter to their child, e.g.</p> <p>“Y4</p> <p>The Deep Trip is on 4th May...”</p>
2026/2027 SENDCos	We will provide staff briefing on accessibility to office staff.	<p>Staff awareness of access issues enhances the accessibility of written information from the office. Training would include:</p> <ul style="list-style-type: none"> ● The Flesch Kincaid scale ● Tools for converting pdfs ● Alt text ● Signalling headings ● Sans & Serifs ● Dyslexia friendly approaches ● How adults with literacy difficulties might complete forms via speech to text and text to speech ● White space ● How screen readers work ● VI friendly fonts ● How to MLP <p>This means that the base level of accessibility is improved and that staff are well placed to respond very quickly to requests for accessible formats.</p>

4. How do we monitor this Plan?

Our SENDCo will review this plan every July

This means:

- Re-reading the plan.
- Making updates if needed.
- Chasing colleagues if targets need further work to get them complete.
- Reminding colleagues what they need to do this year.

The SENDCo then puts the updated plan onto our website.

The updated plan can help our SENDCo to write the next year's SEND development plan. This plan and the SEND development plan will not ever match perfectly but they will overlap.

Asking People

We would ask about this plan in our annual survey of parents, but we know that not every parent wants to read it. So, we will ask questions that help us plan the next steps, e.g: *"If you had a magic wand, what one thing would you change about our SEND provision?"*

We will also ask this question when getting children's views for review meetings once a year.

This gives us lots of small bits of information that help us reflect on successes and plan our next steps.

Our Governors

Our Governors agree that the principal can approve the plan. It doesn't need to be given to governors to approve. However, the SEND governors will monitor the plan by visiting school each year in the summer term. They will focus on:

- In Year 1 of the plan: Our classrooms and buildings
- In Year 2 of the plan: The curriculum
- In Year 3 of the plan: Written Resources

At the end of the 3 years, the SENDCo will report to governors on how successful we have been.

We have set some really big goals. Some of our goals might even be too big. But let's try our best to reach them – because they are things that matter to the lives of people, both young and old.

5. Extra Info

Disability vs SEN?

Whilst Accessibility Plans are intended to mainly to improve things for those with disabilities, we go beyond that and include access for all children and adults with SEN as well as disabilities.

In schools,

- A pupil with SEN normally means a person needs SEN provision to meet their needs, for example:
 - Dyslexia
 - Language delay
 - Anxiety
- Disability means a person has a long-term condition that has a substantial impact on their daily life, for example:
 - Autism
 - Downs Syndrome
 - Cerebral palsy

Most conditions that can be SEN can also be disabilities. It depends on how severe the condition is.

We recognise that some people don't consider themselves disabled, but take a view that it is the world around them that disables them, rather than their condition. This is sometimes called the "social model of disability".

Our plan simply wants to improve lives of children and adults with SEND regardless of:

- whether someone's needs are classed as "SEN" or "disabled" and
- whether it is their disability or the world that disables them.

Our Accessibility Plan vs our Policy

Our plan covers both our plan and policy. We put both in the same place and call it our plan so it is clear that it is about **what we will do**.

Staff with SEND

The school also has duties towards disabled staff. We will:

- Monitor recruitment procedures to ensure that disabled people have equal opportunities.
- Make reasonable adjustments so that staff can fully access the workplace.