Exbourne CofE Primary School

Accessibility Plan 2026-2029

Headteacher: Sarah Counter
SENDCo: Becky Drew-Hill
Date Approved: October 2026
Review Date: October 2029
Review Cycle: Three Years

Introduction

At Exbourne CofE Primary School, we value each person equally and seek to cultivate respect for one another. Everyone should be given the opportunity to succeed, and we believe it is a fundamental right that each person is supported to reach their potential. Diversity, disability and difference are valued and celebrated by pupils, parents, carers, governors and staff.

Disability

A person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes physical disabilities, sensory impairments, learning disabilities and some medical conditions.

It is important to note that because a pupil has a disability, this does not necessarily mean they have Special Educational Needs.

Aim of the Accessibility Plan

This Accessibility Plan has been prepared in accordance with the Equality Act 2010 and the SEND Code of Practice (2015).

Exbourne CofE Primary School seeks to anticipate need wherever possible and make reasonable adjustments to ensure all pupils can fully access the curriculum, environment and wider opportunities offered by the school.

The SENDCo has operational responsibility for SEND and accessibility, working closely with the Headteacher, governors, staff, families and external professionals. This plan will be monitored annually and formally reviewed every three years.

The Accessibility Plan Covers Three Areas

A. Increasing access to the curriculum for disabled pupils

This includes:

- High-quality inclusive teaching.
- Adaptive teaching approaches.
- Appropriate deployment of staff.
- Curriculum adaptation.
- Staff training.
- Access to educational visits and enrichment opportunities.
- Personalised support through the Graduated Response.

B. Improving the physical environment

This includes:

- Building accessibility.
- Outdoor provision.
- Emergency evacuation procedures.
- Accessible facilities.
- Reasonable adjustments for physical and sensory needs.

C. Improving the delivery of information

This includes:

- Alternative formats.
- Technology-assisted communication.
- Visual communication systems.
- Accessible website information.
- Communication with families.

STRAND A: INCREASING ACCESS TO THE CURRICULUM

Target	Actions	Resources	Timeframe	Outcome
Ensure access to curriculum for all pupils including those with SEND and disabilities	Implement Ordinarily Available Inclusive Provision (OAIP) across all classrooms. Curriculum leaders review accessibility annually.	Staff meeting time and curriculum resources	Ongoing	Pupils can access a broad and balanced curriculum and make good progress from starting points
Develop staff understanding of SEND and disability	SENDCo-led training programme covering Autism, SEMH, communication and interaction, adaptive teaching and the Devon Graduated Response	CPD budget	Annually	Staff confidence and expertise increase
Ensure staff understand the needs of pupils	SEND register updated at least termly. Pupil profiles and ILPs shared with relevant staff. SEND updates included in staff meetings.	Staff time	Ongoing	Staff understand and respond appropriately to individual needs
Ensure robust graduated response	ILPs reviewed termly. Assess-Plan-Do-Review cycle implemented consistently. EHCP Annual Reviews completed within statutory timescales.	SENDCo release time	Ongoing	Provision is responsive and outcomes improve
Ensure equal access to educational visits and enrichment activities	Individual risk assessments and reasonable adjustments completed. Additional support provided where necessary.	Staffing costs as required	Ongoing	All pupils participate in trips, clubs and wider curriculum opportunities
Promote disability awareness and inclusion	Disability awareness incorporated into PSHE, assemblies and curriculum areas. Diverse texts and resources used throughout school.	Curriculum budget	Ongoing	Pupils demonstrate understanding and respect for diversity
Ensure all learners can access homework and home learning	Adaptive approaches used where appropriate and support provided to families	Staff time	Ongoing	Homework accessible for all learners

Target	Actions	Resources	Timeframe	Outcome
Ensure curriculum enrichment is available to all pupils	Clubs, events and enrichment opportunities planned with inclusion at the forefront	Existing resources	Ongoing	Increased participation for pupils with SEND

STRAND B: IMPROVING THE PHYSICAL ENVIRONMENT

Target	Actions	Resources	Timeframe	Outcome
Maintain accessibility of school buildings and grounds	Annual accessibility audit completed. Accessibility considered within all site developments and maintenance work.	Site budget	Annual review	School remains physically accessible
Improve access for pupils with mobility difficulties	Corridors and access routes kept clear. Specialist advice sought where required.	Specialist equipment as required	Ongoing	Pupils can move safely around school
Ensure safe evacuation procedures	Personal Emergency Evacuation Plans (PEEPs) developed where required and reviewed annually	Staff time	Annual review	Safe evacuation arrangements are in place
Ensure accessibility for parents and visitors	Accessible meeting spaces available. Alternative meeting arrangements offered where necessary.	Existing facilities	Ongoing	Parents and visitors can access school facilities
Support pupils with medical needs	Healthcare Plans reviewed annually. Staff training completed where required. Close liaison maintained with health professionals.	Training budget	Ongoing	Pupils with medical needs are safely supported
Review outdoor learning environments	Accessibility considered when developing playgrounds and outdoor learning spaces	Site budget	Ongoing	Outdoor learning remains accessible

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STRAND C: IMPROVING THE DELIVERY OF INFORMATION

Target	Actions	Resources	Timeframe	Outcome
Make information accessible to all families	Documents provided in alternative formats when requested, including larger print and electronic versions	Administration support	Ongoing	Families can access school information

Target	Actions	Resources	Timeframe	Outcome
Improve accessibility of communication	Use visual supports, Widgit symbols and accessible resources where appropriate	Existing resources	Ongoing	Improved pupil access to information
Ensure website information is accessible	SEND and accessibility information reviewed annually	Administrative time	Annual review	Website remains compliant and accessible
Strengthen links with external agencies	SENDCo attends local SEND networks and maintains relationships with specialist services	SENDCo release time	Ongoing	Staff access current guidance and support
Improve parental awareness of SEND support	Signpost families to Devon Local Offer, DIAS and other support services	SENDCo time	Ongoing	Parents can access appropriate support and information

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Monitoring and Review

The Accessibility Plan will be monitored annually by the Headteacher, SENDCo and Governing Body.

Progress will be evaluated through:

- Learning walks.
- SEND reviews.
- Pupil voice.
- Parent feedback.
- Accessibility audits.
- Provision monitoring.
- Outcomes data.
- Governor monitoring activities.

The plan will be updated in response to emerging needs, changes in cohort, site developments or identified barriers to access.

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