
Anstey First School

Accessibility Plan 2025 - 2027

This Plan is produced in accordance with the Equality Act Amendment Regulations 2012: Schedule 10. Paragraph 3 and Disability Discrimination Regulations.

Target 1

Increase the extent to which disabled pupils can participate in the school curriculum.

Agreed objective	Actions and interim milestones with dates	Person/s responsible	Success criteria	Sources of evidence, activities and outcomes	Objective achieved
1.Improve curriculum access for pupils with dyslexia, thereby increasing access for all pupils – none currently diagnosed (June 2025) but suspect possible. Retain for reference	Develop consistency across all classrooms making them visually dyslexia friendly by: 1.use colour coding e.g. resource trays, exercise books Literacy - yellow Numeracy - red Science - purple	Class teacher/ SENCO	Children and staff having equal accessibility to resources Thorley Hill SpLD base monitoring and reviewing accessibility (via ISL)	Pupils able to work more independently Pupils reading ages improve	Ongoing
	2. Continue to use dyslexia friendly signs around the classroom e.g. maths/symbols in all classrooms, match pictures to words on all signs/labels (already in place – monitor ongoing)	All staff	Thorley Hill SpLD base monitoring and reviewing accessibility. EY consultant feedback	Thorley Hill feedback	
	3. Identify and assess pupils above the age of 8 who might be experiencing visual stress. Class teacher to forward concerns to the SENCO. Pupils to be seen by visiting Optometrist. Provision of coloured overlays as necessary	KS2 teachers/ SENCO	Teachers reporting improved reading in terms of fluency and rate of reading	Thorley Hill/ EY consultant audit Classroom displays	
	4. Use of Literacy Gold for screening of children. Identify appropriate resources	SENCO	Children's specific needs will be identified and (using specific tools in	Children's literacy skills improve	Ongoing

	for children to utilize regularly to support needs		LG pack) they will receive individualized support		
2. Pupils with social skills difficulties are able to participate to a greater extent in school activities and display fewer behavioural difficulties	1. Further development of social skills work through PSHE, circle time sessions and 1:1 Drawing and Talking sessions Lunchtime chess club Particular attention to whole class social stories and whole school assemblies TA support in challenging group activities	Class teachers SENCO TA	Teachers reporting greater participation of pupils with social skills difficulties Fewer incidents of challenging behaviour	Tapestry assessment Individual pupil log if deemed necessary	Teachers continue to develop social skills work through PSHE.
Enable at risk/vulnerable/ SEND pupils to access all areas of the curriculum	Identify barriers to access for specific children Disseminate these barriers to all staff working with these children Monitored and evaluated 1:1 programmes Appropriate small group targeted interventions (as prescribed by class teachers) delivered by TAs – ongoing supplemented by school-led tutoring for targeted pupils Continued advice sought from appropriate agencies. Incorporating advice into IEP/EHCP	SENCO and supporting TA(s) and peripatetic teachers Support TA/SENCO Class teachers TA SENCO	Reported progress in terms of reading ages and spelling ages. Teachers report improved progress. Pupil feedback on IEPs indicates whether they find it easier to access the curriculum. Mirrored by observations of supporting agencies and parents Pupil progress meetings	Teachers records/observations Teachers records/parent feedback IEP/EHCP	On –going Achieved and on-going
Increase use of ICT and alternative	Use appropriate software (eg Clicker 5, iPad, etc) Make use of recommended	SENCO Class	SEND Pupils are using alternative methods of	Pupil's work	On-going

methods of recording for SEND pupils to enhance access to the curriculum	websites (eg IKON mind mapping).	teachers	recording information e.g. use of laptops		
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Target 2 – Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Agreed objective	Actions and interim milestones with dates	Person(s) responsible	Success criteria	Sources of evidence, activities and outcomes	Objective achieved
Ensure access for disabled pupils and adults – none currently but consideration given for possibility	Upstairs of school house excepted, whole school has been monitored for accessibility. Should a pupil with mobility needs join the school thought has been given to how we could adapt the toilets – currently accessible with adult assistance or use the new Foundation toilet with wider access doors	All staff	There will be no reports of any of the school community not being able to/having difficulty in accessing any areas	Reports to governors	Achieved for child from another school at playscheme

Target 3 – Make improvements in the provision of information for disabled pupils

Agreed objective	Actions and interim milestones with dates	Person/s responsible	Success criteria	Sources of evidence, activities and outcomes	Objective achieved
Ensure all school information is delivered in a range of formats to make it easily accessible to all the school	1. In liaison with agencies and school community SENCO to identify possible barriers to receiving information. 2. Parent questionnaire to include parent survey on communication with the school	SENCO Head/Govs	There will be no reports of any of the school community not having received information because it was not in a format accessible to	FGP minutes and reports to governors	Achieved and Ongoing

community	3. Check that all the following systems of communication are being used plus any others identified: Staff noticeboard, Parent emails, parent notice board, school website, FB, phone calls, Parent View forum meetings and personal interaction	SENCO/SBM	them		
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