



Accessibility Plan

Approved :

March 2026

Next review date

March 2027

Aims

Yewtree Primary School is committed to being an inclusive school, where our values reflect our dedication to high expectations for everyone.

We aim to:

- Treat all pupils fairly, respectfully, and without discrimination.
- Ensure that every member of our school community feels included, valued, and that they belong.
- Provide high-quality learning opportunities so that every child can achieve their full potential.
- Promote an ethos of care, trust, and mutual respect.

Legislation and Guidance

This Accessibility Plan meets the requirements of Schedule 10 of the Equality Act 2010 and aligns with Department for Education (DfE) guidance on the Act.

Definition of Disability

Under the Equality Act 2010, an individual is considered disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to carry out normal day-to-day activities.

- Substantial means more than minor or trivial.
- Long-term means lasting a year or more.

This definition includes, but is not limited to:

- Sensory impairments (e.g., sight or hearing)
- Long-term health conditions (e.g., asthma, diabetes, epilepsy, cancer)

Responsibilities of Schools

Schools are required to make reasonable adjustments to ensure disabled pupils do not face a substantial disadvantage compared to non-disabled pupils. This may include:

- Provision of auxiliary aids
- Adjustments to school premises

Purpose of the Yewtree Accessibility Plan

The Accessibility Plan aims to:

1. Increase access to the curriculum for disabled pupils.
2. Improve the physical environment of the school to support participation in education, facilities, and services.
3. Enhance the availability of accessible information for disabled pupils.

The Yewtree Accessibility Plan should be read in conjunction with the following school policies:

- SEND Policy and Information Report
- Teaching and Learning Policy
- Behaviour Policy
- Equalities Policy
- Health and Safety Policy
- Administering Medicine Policy
- Behaviour Policy

These policies support and complement the Accessibility Plan, ensuring a consistent approach to inclusion, wellbeing, and access for all pupils.

Key Terms and Definitions.

SEND – Special Educational Needs and Disabilities

SENDCo – Special Educational Needs and Disabilities Co-ordinator.

EYFS – Early Years Foundation Stage

SLT – Senior Leadership Team

CPD – Continuing Professional Development

CAPPS – Assessment descriptors used by specialist schools

Pre-Keystage – A structured approach to assess pupils who have not completed the full program of study for the relevant key stage.

Widgit – a specialised, structured system of pictorial symbols designed to support literacy, communication and learning.

EP – Educational Psychologist

ALD – Aided Language Display

OT – Occupational Therapy

ADPR – Assess, Plan, Do, Review – a four-stage structured approach to identify, support, and monitor pupils with special educational needs.

EHCP – Education, Health, Care Plan s a legally binding document in the UK for children and young people (aged 0–25) with complex special educational needs (SEN). It outlines a person's needs and specifies the extra support, funding, and education provision required,

Edu-key - A core software tool for SENCOs (Special Educational Needs Coordinators) to log, track, and review interventions and SEND plans,

OPAL – Outdoor Play and Learning – a programme to improve the quality of children’s playtimes and view them as a crucial part of a child’s development.

Yewtree Primary School Accessibility Plan 2025-2028

1. Improving access to and participation within the curriculum

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

Our aim at Yewtree is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Outcomes	Review
SEND and Medical register and information on children with additional needs to be regularly updated.	SENDCo	<p>Ensure SEND register reflects current pupils being supported.</p> <p>Add notes to SEND register with relevant developments.</p> <p>Ensure Medical register and Care plans are up-to-date on Edukey(the schools monitoring system)</p> <p>Make SEND and medical needs pinned at the top of a child's profile on Arbor.</p> <p>Liaise with parents and external agencies (eg.paediatricians) to ensure we receive up- to-date reports.</p>	<p>SEND register and paperwork for individuals</p> <p>Care plans</p>	To be continually updated but checked termly.	<p>SEND and Medical needs will be up-to-date.</p> <p>Teachers and TAs will be aware of the needs of children in their class.</p>	
Effective communication and engagement of parents.	SENDco SLT	<p>Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers.</p> <p>Termly review meetings with parents of children with APDRs and EHCPs.</p> <p>Once a year for one-page profiles</p>	<p>-Up-to-date APDRS and EHCPs</p> <p>-Rooms for meetings</p>	On going.	Increased engagement of parents.	

Effective communications with nurseries and schools to provide a quality transition.	EYFS Phase Leader SENDCo	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs.	-Teacher/SENDCo time	On going	Transition for children from Nurseries and other schools is smooth with adequate resources and provision.	
Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	SLT SENDCo	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc . TA training on adapting lessons and using scaffolding for pupils with additional needs. Staff meetings addressing inclusive practice and SEND procedures.	-Staff meeting -TA training SENDCo/Teachers time -External agency training	On going All staff to feel confident within a year and CPD timetable to be revised termly as the cohort and training needs changes.	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.	
Use appropriate assessment tools and activities for children working pre-key stage.	SENDCo	Ensure staff are familiar with Pre-keystage and CAPPS model	-SENDCo/Teachers time - CAPPS -Pre keystage strands	Annual training	Children working pre-key stage will have consistent approaches for assessment and planning. Children working pre-key stage will access every subject in a tailored way.	
To ensure that the medical needs of all pupils are met fully within the capability of the school.	SLT SENDCo	To liaise with parents. To liaise with external agencies such as Speech and Language, DESC, CAHMS etc. Make relevant referrals to external agencies to identify training needs.	-Staff training	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.	

<p>Appropriate specialised equipment is used to benefit individual pupils and staff.</p>	<p>SENDCo</p>	<p>Laptops available to support children with difficulties.</p> <p>Sloping boards for children with physical disabilities.</p> <p>Coloured overlays or coloured paper for children with visual difficulties or dyslexia. Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc.</p> <p>Monitor and observe use of equipment Eg. ALD boards visual timetable, wobble cushions etc. Use Widgit subscription to make resources. Ensure the sensory room is fit for purpose.</p>	<p>-Audit of equipment and needs</p> <p>- Staff training</p> <p>- Cost of resources</p>	<p>One year and on going</p>	<p>SEND children have appropriate equipment and resources which support their learning and remove barriers to learning.</p>	
<p>Interventions are used appropriately to help children make progress in targeted areas and skills.</p>	<p>SLT SENDCo</p>	<p>Track intervention success on Edukey. Strategically staff interventions to allow for optimum outcomes for pupils with SEN.</p> <p>Have intervention groups across classes/year groups to give more children opportunities to attend interventions.</p> <p>Improve tracking of class based interventions.</p>	<p>-Training on new interventions through external professionals</p> <p>-Resources required to deliver interventions</p>	<p>One year</p>	<p>Children meet the intended outcome of the intervention.</p> <p>Children attending interventions can show their improved skills in classwork and assessments.</p> <p>Interventions promote accelerated progress.</p>	
<p>All children continue to be visible in the curriculum and resources.</p>	<p>SENDCo</p>	<p>Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with SEN, disabilities and medical needs in their classroom practice.</p>	<p>-Books</p> <p>-Teacher-made resources for lessons eg.teaching slides</p> <p>-Visitors</p>	<p>One year</p>	<p>Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.</p>	

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Outcomes	Review
Evaluate day and residential trips in light of current cohort.	Curriculum lead SENDCo	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre-visits and planning required for residential stays if SEND children are attending.	-Risk Assessments -Time for pre visit if required	On going	All SEND are able to access all trips during their time at Yewtree.	
Ensure all children feel safe and involved at playtimes.	All	OPAL encourages children to join in games. Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher or SENDCo.	-OPAL training -Inclusion team meetings -Buddy system for new children	On going	Children feel safe in school – evidence in survey results from children.	
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation.	Extended club leads Curriculum lead SENDCo	Audit SEND children use of clubs and extended services Risk assessments put in place if needed.	-Registers of clubs and extended day - Risk assessments	On going	Children with additional needs are accessing clubs of their choices with the correct planning and support.	

To make effective use of the Sensory room	Inclusion team Headteacher	Children use the Sensory room for regulation or communication purposes Staff to be taught how to use the equipment in the pod.	-Timetables for rooms	On-going	Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals.	
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3.Improve the access and delivery of information

To improve the delivery of information for disabled pupils and parents

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Outcomes	Review
Review documentation on website to check accessibility for parents.	Head teacher SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Senior leadership time.	On going	All parents will be able to be aware of what is happening at school via the website.	
Ensure written materials are available in alternative formats.	Headteacher SBM SENDCo	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents in who may need support completing forms.	Google translate Senior leadership time	On going	Parents are able to access all information and complete forms independently or with assistance.	

<p>Improve use of visuals to increase understanding of written information.</p>	<p>SENDCO Inclusion team</p>	<p>Widgit to improve picture communication support.</p> <p>Use Widgit to make classroom resources ALD boards</p> <p>SENDCo to train all relevant staff members in how to use Widgit.</p> <p>SENDCo to ensure there is a bank of ready- made resources for teachers and TAs to access.</p>	<p>Training Time for meetings</p>	<p>On going</p>	<p>Children will understand any written instruction or text as it will be accompanied with the appropriate visuals.</p>	
<p>Have interpretation and translation technology or services available for parents who cannot access spoken communication (eg.BSL) and/or English.</p>	<p>Senior leadership team SENDCo</p>	<p>Use online translation tools in meetings eg.Google translate.</p> <p>Allow parents enough time to organise their own translators for meetings.</p> <p>Book translators for crucial meetings via online platforms using the Hertfordshire GRID website.</p>	<p>Translation apps Translators time.</p>	<p>On going</p>	<p>Parents and children will all be able to access meetings and have what's needed to express their views accurately and understand others clearly.</p>	