



The Laurels
PRIMARY SCHOOL

Accessibility Plan

2025 - 2027

Compiled/ Reviewed and Updated	Author: Charlotte Bull	Date: November 2025
Approval By: Local Governing Board	Date: February 2026	Review Date: Summer Term 2027

Introduction and Trust Alignment

The Laurels Primary School is an inclusive academy within Durrington Multi-Academy Trust (DMAT). This Accessibility Plan is written in line with the DMAT Accessibility Statement and reflects the Trust's Equal Value Principle, which recognises that everyone has the right to full participation in school life.

DMAT schools are inclusive communities committed to the care and well-being of all pupils so that they may work and learn in safe, secure environments. Through a series of inter-related policies and procedural guidelines, DMAT supports disability equality in all aspects of Trust and school life for pupils, staff and visitors. All new policies and protocols are carefully examined to ensure access and equality in diversity.

The Laurels Primary School welcomes and supports pupils with physical or sensory impairments, communication needs, learning difficulties, and social, emotional or behavioural needs. We work together to create an atmosphere in which every individual can grow and flourish regardless of background, belief or ability

Legal Framework

This plan complies with:

- The Equality Act 2010 (Schedule 10)
- The Special Educational Needs and Disability (SEND) Code of Practice
- Department for Education guidance on accessibility planning
- DMAT policies and funding agreement requirements

Aims of the Accessibility Plan

The Laurels Primary School is committed to ensuring that all pupils, staff, parents and visitors are able to participate fully in school life. This Accessibility Plan sets out how the school will continue to identify, reduce and remove barriers to access over the period 2025–2027. The aims of this plan are to:

1. Increase curriculum access through consistent adaptive teaching and effective use of technology.
2. Improve the accessibility of information and communication for pupils and families.
3. Develop staff confidence and expertise in inclusive practice.
4. Embed accessibility into whole-school culture and systems.

Current Accessibility Position

The Laurels Primary School already provides a range of reasonable adjustments and inclusive practices to ensure pupils with disabilities and additional needs can participate fully in school life.

Current strengths include:

- Adaptive teaching approaches to meet a wide range of learning needs.
- The use of IT and digital technologies to support access to learning.
- Additional support and intervention for pupils with SEND.
- Effective partnership working with parents, carers and external agencies.
- Inclusive approaches to communication and participation in wider school life.
- A school environment that is regularly reviewed to ensure accessibility for pupils, staff and visitors.

This Accessibility Plan focuses on strengthening consistency of practice, improving accessibility of information and communication, developing staff confidence and expertise, and ensuring learning environments remain accessible and inclusive.

Roles and Responsibilities

SENDco

- Leads the development, implementation and monitoring of the Accessibility Plan.
- Advises staff on reasonable adjustments and inclusive practice.
- Coordinates staff training and support.
- Reports annually to the Local Committee.

Headteacher

- Ensures accessibility remains a strategic priority.
- Supports the SENDco in implementing the plan.

- Ensures compliance with Trust and statutory requirements.

All Staff

- Implement inclusive and accessible practices in daily work.
- Engage in training and reflect on their practice.

Local Committee (Governors)

- Approves the Accessibility Plan.
- Monitors progress annually.
- Reviews the plan in line with Trust requirements.

Equal Value Principle

Everyone at The Laurels Primary School has equal value. Our commitment to equality of opportunity is based upon respect for the individual.

We are an inclusive community that welcomes and supports pupils with:

- Physical or sensory needs
- Communication and interaction needs
- Cognition and learning needs
- Social, emotional or behavioural needs

We recognise and respond to each person's unique needs and seek to remove barriers to participation wherever possible. Positive relationships are fostered through high expectations, mutual respect and a commitment to ensuring every pupil can access learning and wider school life.

Statement of Intent

The Laurels Primary School is committed to:

- Promoting equality of opportunity
- Eliminating unlawful discrimination
- Eliminating disability-related harassment
- Promoting positive attitudes towards disability
- Encouraging participation by disabled individuals

The school provides a broad and balanced curriculum which is adapted to meet the needs of individual pupils and their preferred ways of learning. We adhere to the principles of inclusive curriculum design by:

- Setting suitable learning challenges
- Responding to diverse learning needs
- Overcoming potential barriers to learning and assessment

Each pupil is viewed as an individual and supported towards achieving independence, confidence and long-term success.

Accessibility action plan 2025-2027

Priority 1: Curriculum Access

Objective	Actions	Timescale	Lead	Success criteria / evidence

Consistency of adaptive teaching in every classroom	• Agree non-negotiables for adaptive teaching (scaffolding, modelling, chunking, checks for understanding) • Coaching/CPD and sharing practice in staff meetings • Monitor through learning walks, book looks and planning reviews	2025–2027 (embed) then ongoing	SENDco	Adaptive teaching evident across subjects; pupil voice shows increased access; monitoring records; increase in attainment and progress data
Effective use of IT and assistive technology to remove barriers	• Audit current provision and identify gaps • Provide/allocate devices and accessibility tools where required (e.g. speech-to-text, reading support, recording tools) • Train staff to use tools consistently and safely	2025–2027	SENDco	Target pupils use agreed tools; improved engagement/independence; staff confidence survey improves; pupil voice shows greater confidence in recording learning; identified pupils recording more learning
Access arrangements and reasonable adjustments are applied consistently	• Review access arrangements for assessments and classroom tasks • Ensure adjustments are recorded, shared with staff and reviewed termly • Quality assure provision for pupils with disabilities • Ensure consistency in access arrangements across the school	Ongoing (termly review)	SENDco	Documented adjustments are in place and reviewed regularly. Pupils can access assessments fairly and confidently, with agreed arrangements implemented consistently. Pupil voice demonstrates increased confidence and independence when accessing assessments.
Wider curriculum, trips and clubs are fully accessible	• Ensure risk assessments consider access needs and reasonable adjustments • Plan additional staffing/resources/transport where required • Review participation data for pupils with disabilities	2025–2027	SENDco	Participation rates improve; parents/pupils report positive access; visit paperwork evidences adjustments
Strengthen SEMH-inclusive practice to enable access to learning	• Embed consistent routines and supportive behaviour strategies • Use individual support plans where appropriate • Liaise with external agencies when needed • Embed Zones of Regulation • Wellbeing ambassadors to implement initiatives to support positive mental health	2025–2027	SENDco	Reduced removal from learning; improved engagement/attendance for identified pupils; staff confidence improves; pupil surveys show positive mental health and positive attitude to school life and learning

Priority 2: Information and communication

Objective	Actions	Timescale	Lead	Success criteria / evidence
-----------	---------	-----------	------	-----------------------------

Accessible communication for families (written and digital)	- Review letters, newsletters and website content for clarity and accessibility - Provide alternatives where needed (simplified language, visuals, large print) - Offer paper copies on request - Let parents know that other options (such as large print) are available if requested. - Try and identify parents who may need alternatives	2025–2027	SENDco	Parent feedback indicates improved understanding; fewer misunderstandings; examples retained
Translation and interpretation processes are clear and responsive	- Agree procedures for translation/interpretation when needed - Use trusted services/tools and check accuracy - Ensure key policies and urgent communications can be accessed - Identify families who may need translation or interpretation	Ongoing	SENDco	Translated materials available when required; improved engagement for EAL families; records kept
School information is accessible to pupils with communication needs	- Ensure use of visuals, structured routines and supported language (as required) - Promote consistent classroom visual supports (including timetables where appropriate) - Review accessibility of assemblies and whole-school messages - Check understanding and re explain if needed	2025–2028 then ongoing	SENDco	Pupil voice and observations show improved understanding; consistent visual supports
Improve accessibility of key school processes	- Make admissions, meetings and complaints routes clear and accessible - Offer supportive formats (verbal explanation, supported meetings) - Ensure parents know how to raise accessibility concerns	2025–2027	SENDco	Families report routes are clear; timely resolutions; fewer barriers recorded

Priority 3: Staff training and confidence

Objective	Actions	Timescale	Lead	Success criteria / evidence
-----------	---------	-----------	------	-----------------------------

Develop whole-staff confidence in SEND, disability and reasonable adjustments	- Annual CPD plan covering Equality Act duties and reasonable adjustments - Refreshers on adapting tasks, environment and communication - Evaluate impact through staff surveys and monitoring	2025–2027	SENDco	Staff survey shows increased confidence; consistent practice seen in monitoring; pupils accessing environment and learning
Build staff expertise in key areas of need impacting access to learning	- Targeted CPD (e.g. autism, ADHD, dyslexia, speech & language, SEMH) - Use coaching and external specialists where appropriate - Share strategies and resources centrally - Identify areas of need where staff have less confidence	2025–2027	SENDco	Training logs; improved classroom strategies; reduced barriers for targeted pupils; staff voice shows increased confidence
Ensure staff can use IT/assistive tools confidently to support access	- Practical training sessions and quick-reference guides - Ongoing troubleshooting/support - Monitor implementation	2025–2027	SENDco	Consistent use of tools; pupil independence increases; staff report confidence; pupil voice shows greater confidence in recording learning; identified pupils recording more learning
Induction and ongoing support for new staff to maintain consistency	- Induct new staff on inclusive practice expectations and key pupils - Provide SENDco drop-ins/coaching - Keep guidance updated and accessible - Ensure new staff know pupils needs	Ongoing	SENDco	Consistency maintained through staffing changes; induction records; staff voice states confidence in how to meet pupil's needs and school processes

Priority 4: Physical environment

Objective	Actions	Timescale	Lead	Success criteria / evidence
Ensure learning environments remain accessible, inclusive and responsive to pupil need	- Review classroom environments to ensure they support a range of sensory, physical and communication needs. - Monitor accessibility of indoor and outdoor learning spaces. - Review signage, lighting, acoustics and furniture arrangements where accessibility concerns are identified. - Ensure reasonable adjustments are implemented promptly when new needs arise.	Annually	SENDco and Site Manager	Learning environments support participation and independence. Accessibility concerns are addressed promptly and pupils can access all areas of school life.

Monitoring, Review and Evaluation

The Accessibility Plan will be monitored annually by the SENDCo and reported to the Local Committee.

Progress will be evaluated through:

- Learning walks and observations
- Pupil voice
- Parent and carer feedback
- Staff feedback and training evaluations
- Participation data for trips, clubs and wider curriculum activities
- Accessibility audits and site reviews

Progress against this plan will inform wider SEND and inclusion priorities within the School Development Plan.

The Accessibility Plan will be reviewed every three years or sooner if significant changes occur to the school population, premises or statutory requirements.

Linked Policies

This plan should be read alongside:

- SEND Policy
- SEND Information Report
- Equality Information and Objectives
- Health and Safety Policy
- Behaviour Policy
- Safeguarding Policy
- Complaints Procedure