



Delabole Primary School Accessibility Plan 2026-2027

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties the school leadership have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,

- o respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for Disabled Pupils to the School Curriculum

- Our school curriculum is designed to be aspirational and inclusive with all pupils being able to access learning.
- All school visits planned with individual needs in mind and support is in place to ensure all pupils are able to access activities/events.
- Where challenges are identified, support and advice from relevant agencies are sought in order to adapt the curriculum or premises as required.

Improving Access to the Physical Environment of the School

- External agencies and the Aspire Premises Team support the school to ensure the physical environment is adapted to support the needs of the pupils and other stakeholders, where possible.

Improving the Delivery of Written Information to Disabled Pupils

- Support from relevant agencies will advise as to the most appropriate methods to support our pupils with differing needs and on an individual basis.
- Letters for parents are available online and also emailed out to them directly. Paper copies are available on request. In addition, social media is used to communicate key information. In the event that we become aware that parents are not accessing / able to access the information, verbal communication is used and consideration is made of alternative ways to support the family.

Financial Planning and Control

The Head of School, Senior Leadership Team and Aspire Finance Team will review the financial implications of the accessibility plan as part of the normal budget review process.

This plan is reviewed annually to take into account the changing needs of the school and its pupils and where the school has undergone refurbishment.

Accessibility Action Plan

Compliance With the Equality Act 2010

	Identified Area for Further Development	Accessibility Outcome INTENT	Action to ensure Outcome IMPLEMENTATION	Who is responsible	Time Frame	Reflection of Outcome IMPACT	Review Date
Short Term Priority	Ensure reasonable adjustments are consistently implemented to meet the needs of pupils with SEND and disabilities.	To ensure all pupils with disabilities, additional needs, neurodivergent profiles and medical needs can access education, the wider curriculum and school life without discrimination.	Review SEND Register, Provision Maps and EHCPs termly. Audit reasonable adjustments currently in place across the school. Ensure recommendations from external professionals are implemented. Monitor accessibility through learning walks, provision	Head of School SENDCo, Class Teachers.	Ongoing throughout 2026-2027.	Pupils with SEND and disabilities successfully access learning and wider school opportunities. Reasonable adjustments are consistently implemented and reviewed across the school. Staff demonstrate confidence in meeting the needs of pupils with SEND and disabilities. Recommendations from external	Summer Term 2027

			reviews and pupil voice. Provide ongoing staff training relating to SEND, neurodiversity, communication and sensory needs.			professionals are embedded into practice. Barriers to learning and participation are identified and addressed promptly. The school remains compliant with its duties under the Equality Act 2010.	
Short Term Priority	Promote equality of opportunity and participation for pupils with Communication & Interaction, SEMH and Complex SEND needs.	To ensure pupils with SEND are fully included in all aspects of school life, including curriculum learning, enrichment activities, educational visits, leadership opportunities and extra-curricular provision.	Increased participation and pupil voice. Improved sense of belonging. Evidence that pupils with SEND access opportunities on an equitable basis with their peers.	Head of School SENDCo, Class Teachers.	Ongoing throughout 2026-2027.	Pupils with SEND participate fully in the academic, social and wider life of the school. Barriers to participation are identified and removed through effective reasonable adjustments. Pupils report an increased sense of belonging and inclusion within the school community.	Summer Term 2027

						Access to enrichment activities, educational visits and wider opportunities is equitable for all pupils. Increased engagement, attendance and participation for pupils with SEND. The school demonstrates its commitment to promoting equality of opportunity in line with the Equality Act 2010.	
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Planning Duty 1: Curriculum (Statutory)

The Senior Leadership Team should undertake an audit of the extent to which pupils with disabilities can access the curriculum on the equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parent/carers.

	Identified Area for Further Development	Accessibility Outcome INTENT	Action to ensure Outcome IMPLEMENTATION	Who is responsible	Time Frame	Reflection of Outcome IMPACT	Review Date
Short Term Priority	Further development of adaptive teaching and personalised curriculum approaches to ensure pupils with Communication & Interaction needs, SEMH needs and complex SEND can successfully access learning.	To ensure that pupils with Communication & Interaction needs, SEMH needs and complex SEND can access an ambitious and inclusive curriculum through high-quality adaptive teaching, personalised support and appropriate reasonable adjustments, enabling them to participate fully in learning and make progress from their individual starting points.	Audit current curriculum adaptations and personalised provision across the school. Audit communication-friendly practice across all classrooms. Ensure visual timetables, Now and Next boards and visual supports are used consistently. Deliver targeted CPD for staff on adaptive	All staff Subject Leads Head of School SENDCo SLT	Autumn Term 2026 Autumn Term 2026 Autumn Term 2026 – Ongoing Autumn Term 2026	Pupils with SEND successfully access learning and participate fully in the curriculum. Improved access to learning for pupils with communication difficulties. Staff demonstrate increased confidence in adapting teaching to meet a range of needs.	Termly as part of the APDR cycles

			teaching, Communication & Interaction needs, SEMH and sensory-inclusive practice. Ensure recommendations from EHCPs and external professionals are consistently implemented within classroom practice. Develop and review bespoke curriculum pathways for pupils with complex learning needs where appropriate. Monitor curriculum accessibility through learning walks, pupil voice and SEND reviews. Promote the consistent use of visual supports,		Spring Term 2027 Autumn Term 2026 – Ongoing Autumn Term 2026 – Ongoing Autumn Term 2026 – Ongoing	Barriers to learning are identified and addressed promptly through personalised support and reasonable adjustments. Pupils show increased engagement, independence and progress from their individual starting points. The curriculum is inclusive, ambitious and accessible for all learners.	
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			communication aids and reasonable adjustments across all learning environments. Well Comm Assessments and additional Communication baselines are used to inform provision.		Autumn Term 2026 – Ongoing Autumn Term 2026-Ongoing		
Short Term Priority	Staff confidence, knowledge and ability to support pupils with SEMH and emotional regulation needs.	To ensure that pupils can access learning through effective support for emotional well-being, regulation and engagement.	Audit current skills of staff. Develop a consistent whole-school approach to co-regulation and emotional literacy. Develop use of sensory circuits as part of Ordinarily Available Provision. Implement the Zones of Regulation across all classes. Review interventions for	SENDCo SENDCo Head of School Head of School SENDCo Teachers TAs Head of School SENDCo Class teachers TAs SENDCo	Autumn Term 2026 Autumn Term 2026 Autumn Term 2026 Autumn Term 2026 – Ongoing	Improved engagement in learning. Reduced incidents of dysregulation. Improved attendance and participation.	Ongoing review with final review Summer 2 2027

			pupils presenting with SEMH needs. Provide staff training on trauma informed and relational approaches.	SENDCo	Autumn Term 2026 Autumn Term 2026 & Spring Term 1 2027		
Medium Term Priority	Further development of curriculum pathways for pupils with complex learning needs.	To ensure that pupils working significantly below age-related expectations access an ambitious and meaningful curriculum tailored to their needs.	Audit provision for pupils requiring bespoke curriculums. Develop personalised curriculum plans linked to EHCP outcomes. Embed communication, independence, emotional regulation and life skills within personalised curriculum. Monitor progress using individual starting points and developmental milestones.	Teachers SENDCo Head of School SLT	Autumn Term 2026 - Ongoing	Improved pupil progress from individual baselines. Increased access to meaningful learning opportunities for those pupils with complex needs. Greater independence and confidence shown by pupils with complex learning needs.	Ongoing termly Final review Summer 2 2027

Long Term Priority	Further embedding of inclusive and adaptive teaching across all subjects.	To ensure that all pupils including those with SEND can access an ambitious curriculum alongside their peers.	Continue development of adaptive teaching.	Subject Lead SLT SENDCo	Ongoing – reviewed termly through monitoring cycles	All pupils including those with SEND can access the curriculum and make progress from baselines	Ongoing – reviewed termly
		The attainment gap between those children with and without SEND is closed from initial baselines	Review curriculum accessibility through monitoring and learning walks.	Subject Lead SLT SENDCo		Consistent inclusive teaching across the school.	
			Develop staff expertise in neurodiversity, sensory needs and complex SEND.	SENDCo		Reduced barriers to learning.	
			Increase use of assistive technology and reasonable adjustments.	SENDCo Subject Leads SLT		Improved outcomes for SEND pupils.	
			Subject leads are given designated time to work on their curriculum subject, to support with planning and to monitor with the support of SLT	SLT			
			Further CPD on scaffolding across the curriculum &	SENDCo Subject Leads			

			pedagogy for TAs and teachers SEND pupils can access the full curriculum offer at an appropriate level.	SLT			
Long Term	Development and implementation of an Oracy Curriculum and Framework to ensure that all pupils including those with SEND have access to a high-quality oracy education.	To ensure that all pupils including those with SEND are given the crucial skills of oracy (listening and speaking) due to these being a strong predictor of future life chances.	Needs of pupils taken into consideration at planning stage and curriculum design CPD for all staff Oracy is strategically timetabled into the daily timetable.	SENDCo Head of School SLT All staff All teaching and non-teaching staff	Autumn Term 2 - Ongoing	All pupils including those with SEND have daily opportunities to develop their oracy skills. Oracy skills improve as measured from baselines.	Termly from Autumn Term 2 Final review Summer Term 2 2027
Long Term	Further development of the use of reasonable adjustments IT to remove barriers to learning for pupils with SEND	To ensure that SEND pupils are supported through a variety of reasonable adjustments including IT to support them with accessing the curriculum and removes barriers to learning	Audit of current IT used to support pupils learning and access to the curriculum Meeting with Aspire IT Lead / Team to establish IT offer over the MAT e.g. number of licenses	IT Lead SENDCo GH – Digital Learning SENDCo to meet with GH	Start Autumn Term 1 2027 then ongoing termly	Successful implementation of a range of IT to support pupils with SEND and to remove barriers to learning Increased staff confidence with the use and	Start of Autumn Term 1 2025 and then termly with final review Summer 2026 to inform SEF and SDP

			and to support with the development of IT to remove barriers to learning Development of IT offer to support access to the curriculum for pupils with SEND Audit of staff confidence and ability to use IT to support pupils with SEND to access the curriculum CPD for all staff with the use of IT to support pupils with SEND with the support of Aspire IT Team Monitoring of reasonable adjustments made	Head of School IT Lead SENDCo Teachers TAs SENDCo IT Lead Teachers TAs IT Lead SENDCo Aspire IT Team/Lead		implementation of IT to support pupils with SEND Increased pupil confidence with using IT to enable access to the curriculum	
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Planning Duty 2: Physical Environment (Statutory)

The Senior Leadership Team should undertake an audit of the extent to which pupils with disabilities can access the curriculum on the equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parent/carers.

	Identified Area for Further Development	Accessibility Outcome INTENT	Action to ensure Outcome IMPLEMENTATION	Who is responsible	Time Frame	Reflection of Outcome IMPACT	Review Date
Short Term Priority	Review of Personal Emergency Evacuation Plans for pupils with SEND	To ensure that Personal Emergency Evacuation Plans (PEEPs) with identified exit routes are updated for all SEND pupils that require these due to their needs	Identification of pupils that require a PEEP PEEPs updated accordingly with exit routes	Teachers/TAs SENDCo Head of School Head of School SENDCo	Autumn Term 2026	Targeted pupils and all adults in school are fully aware of PEEPs and emergency exit strategies and routes for pupils with SEND	Ongoing as pupils with SEND transition into school Final review ~ Summer Term 2027
Short Term Priority	All classrooms are optimally organised to meet the needs of pupils with SEND across the four broad areas but with a focus on those with sensory needs	To ensure that classroom environments are optimally organised, uncluttered and adapted to ensure that all areas are accessibly to	Staff to continue to work with SENDCo and other professionals to ensure classroom environments are accessible to all Environmental audits of all classrooms and	SENDCo Head of School SLT Teachers TAs Multi-agency professionals	Autumn Term 2026	Classrooms are calm, learning environments where learning is made visible. SEND pupils know how and where to access resources that	Ongoing termly

		SEND pupils within the class To create calm, predictable and accessible environments that support pupils with sensory processing and regulation needs.	the school environment. All areas are free of clutter and kept tidy at all times Environment Walks Reduce visual clutter where appropriate. Develop calm workstations and breakout spaces. Ensure sensory resources are accessible to pupils.	SLT		will support them with their learning. Reduced sensory overload. Improved concentration and engagement. Increased readiness to learn by pupils.	
Medium Term Priority	To further develop the use of regulation and sensory spaces.	To provide safe spaces that support self-regulation and emotional well-being.	Review existing nurture and regulation provision. Develop sensory and well-being spaces as required. Improve access to outdoor regulation opportunities.	Head of School SENDCo All staff	Autumn Term 2026 - ongoing	Development of outside learning environments to support regulation and emotional well-being. Improve access to outdoor regulation opportunities	Autumn Term 2026 Final review Summer 2027

						Develop sensory and well-being spaces. Break-out areas are available to support pupils with self-regulation Reduction in behavioural incidences. Increased pupil self-regulation. Improved learning behaviours shown.	
Long Term Priority	All Learning Environments are optimally organised and free of clutter	To ensure that all learning environments including classrooms, library, nurture rooms and outdoor learning spaces are optimally organised to support pupils with SEND across all 4	Staff to continue to work with SENDCo and other professionals to ensure classroom environments are accessible to all Staff to continue to develop the use of auditing tools to ensure the needs of all pupils are met	SENDCo SENDCo Head of School Head of School SENDCo Subject Leads	Autumn Term 2026 Autumn Term 2026 Ongoing throughout academic year	All learning spaces are optimally organised to support all pupils with SEND	Ongoing review Final review Summer 2 2027

		Broad Areas of Need	All learning spaces including outdoor spaces are free of clutter and kept tidy at all times Learning is made visible with 'visual hooks' to support the recall of prior learning	Aspire Site Team All staff			
Long Term Priority	To future-proof the school environment for changing SEND needs.	To ensure that the physical environment remains accessible to pupils with a range of needs including complex SEND.	Annual accessibility audits. Consultation with external professionals. Review specialist equipment and environmental adaptations. Ensure accessibility is considered in all future premises developments	Head of School SENDCo	Ongoing	School environment remains responsive to pupil needs. Full participation in school life for all pupils.	Summer Term 2027

Planning Duty 3: Information, Guidance & Advice (Statutory)

The Senior Leadership Team should undertake an audit of the extent to which pupils with disabilities and parents/carers can access information, guidance and advice on the equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parent/carers.

	Identified Area for Further Development	Accessibility Outcome INTENT	Action to ensure Outcome IMPLEMENTATION	Who is responsible	Time Frame	Reflection of Outcome IMPACT	Review Date
Short Term	Accessibility of information aimed at pupils with SEND	To ensure that information is accessible to all pupils with SEND.	Audit of accessibility of information with pupils with SEND through pupil voice Additional Tapestry subscriptions purchased for families with children following bespoke curriculums. Provision of devices for families with barriers to digital access from	SENDCo Teachers Subject Leads Head of School Admin Team	Spring Term 2026	SEND pupils are represented on the pupil leadership team Identified areas of difficulty to accessibility of information is actioned with barriers removed. Improved understanding and independence by pupils with SEND. Increased participation in school life.	Ongoing review with final review Summer Term 2 2026

			Increase use of visuals, symbols and clear, concise language. Consistent implementation of Total Communication Environment. Provide adapted resources where required.				
Medium Term	Further develop partnership working with families of pupils with SEND.	To ensure that parents and carers can access information, support and guidance relating to their child's needs.	Consult parents/carers and pupils regarding the accessibility of written information aimed at them Admin team to provide core information for parents/carers in a variety of suitable formats. Continue to signpost parents to relevant support services.	SENDCo Head of School SLT Admin team SENDCo Head of School	Spring Term 2027	Written information is fully accessible to pupils with SEND / parents or carers Stronger home-school relationships Increased parental confidence and engagement The website is fully accessible to people with SEND	Spring 2027 - Ongoing reviews in response to consultations and responses Final review Summer Term 2 2027

			Provide opportunities for parent workshops and SEND information sharing.	SENDCo Head of School			
Long Term	Development of a neurodiversity-informed school community.	To promote understanding, inclusion and acceptance of diversity across the whole school community.	Annual staff training. Inclusion awareness through PSHE and assemblies. Pupil voice opportunities for children with SEND. Regular evaluation of accessibility and inclusion practices.	Head of School SENDCo All staff	Autumn Term 2026 - Ongoing	Strong culture of inclusion and belonging. Improved wellbeing and participation for pupils with SEND. Positive outcomes recognised through monitoring and feedback.	Spring Term 1 2027- Ongoing Final review Summer 2 2027