



SEND Accessibility plan

Garvestone Primary School



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| POLICY | SEND Accessibility Plan |
| STATUS/DATE OF THIS VERSION | March 2026 |
| APPROVED BY | Board of Trustees |
| RATIFIED BY | Board of Trustees – July 2026 |
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Garvestone Primary School, we are committed to meeting the need all pupils and aim to minimise barriers to learning so that all pupils feel valued and achieve their potential. We adopted a whole school approach to Special Educational Needs and Disabilities.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. The school engages regularly with the Norfolk Local Authority and the Unity Education Trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan.

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|---|---|--|---|---|--|---|
| <p>Increase access to the curriculum for pupils with a disability</p> | <ul style="list-style-type: none"> • Our school offers adaptations to the curriculum and wider school environment to cater for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum, as set out in our SEND Information Report and Provision Menus on Support plans • Single level floor with no steps • Curriculum progress is tracked for all pupils, including those with a disability and the SENDCo works with SLT to identify any pockets of under-performance • Targets are set effectively and are appropriate for pupils with additional needs, as set out on their SEND support plans • The curriculum is reviewed by Subject Leaders and Trust Directorate to make sure it meets the needs of all pupils | <p>To fully embed good practice in delivering high quality Universal Provisions to meet high incidence, low impact SEND.</p> | <p>SENDCo to lead staff training on new approaches, with a particular focus on universal provisions and adaptations, such as Zones of Regulation and Widgit.</p> <p>SENDCo and SLT to monitor delivery of Universal provisions within the classroom, and support colleagues as needed to access this</p> <p>Subject Leaders to review their curriculum areas to ensure positive disabled role models are represented in lesson materials</p> <p>Training on Zones of Regulation was provided in November 2025</p> <p>Teaching assistants training on supporting</p> | <p>SENDCo</p> <p>Class Teachers</p> <p>Senior Leadership Team (SLT)</p> | <p>SENDCo monitoring happens every term with feedback given to staff as needed,</p> <p>From September 2026</p> | <ul style="list-style-type: none"> • Pupils with SEND access a full curriculum alongside their peers, and as a result make good progress • Classrooms are inclusive spaces, where physical and educational adaptations are made to the learning and environment to meet the needs of individuals • Staff carefully consider adaptations to meet the needs of particular learners in particular lessons (not one size fits all) |

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| | | | early communication was provided in January 2026 | | | |
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Level access or ramps available to access all buildings and classroom areas. • Quiet areas identified in both schools to support learners who may need an alternate space to go to if needed • Personal Emergency Evacuation Plans (PEEPs) are put in place for those who need support in leaving the building quickly and safely | Senior leaders, including the SENDCo, and site management staff ensure robust risk assessments and action plans are in place for any pupil requiring physical adaptations to the school environment | <p>Termly site walks identify any emerging needs that require site adaptation.</p> <p>As part of SEND learning walks, SENDCo to consider quiet spaces/ regulation station setup</p> <p>SENDCo completes individual Sensory Audits as required</p> <p>SENDCo communicates to SLT, Site staff about any specific site adaptations that may be required for new pupils, or current pupils with evolving needs</p> | <p>Site Staff</p> <p>SLT</p> <p>SENDCo</p> | <p>Termly</p> <p>Termly</p> <p>As required</p> <p>Summer Term (new starters in September) / ongoing for current pupils</p> | <ul style="list-style-type: none"> • Pupils with additional physical and/or sensory needs can access all elements of school life • School accesses additional support by virtual schools/central teams to get specialist support as needed |
| Remove barriers to communication for pupils, staff, parents and carers | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage | All classrooms and school signage embrace a 'total communication' approach, that embraces those | SENDCo to work with class teachers and SLT to identify signage that could be | <p>SENDCo</p> <p>Class Teachers</p> <p>SLT</p> | Teaching assistants training on supporting early communication | <ul style="list-style-type: none"> • Pupils with additional physical and/or sensory needs are taught in a |

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| | <ul style="list-style-type: none"> • Dual-coding in lessons through use of visuals (such as visual timetables) • Large print resources (if required) • Pictorial or symbolic representations for key areas in classrooms (where required to meet needs) <p>For parents specifically, adjustments can be made to how information is shared, which may include written summaries of conversations or information sharing ahead of meetings to allow for processing time.</p> | <p>learners who may communicate through means other than verbally</p> <p>All classroom signage and parental communication considers the needs of families with additional needs and/or EAL</p> | <p>dual-coded throughout the school</p> <p>SENDCo to identify and share best practice regarding support for non-verbal or pre-verbal pupils who may communicate through other means</p> <p>SENDCo and EAL advisors to work on communication approaches that can meet EAL and SEND pupils needs</p> <p>SENDCo to attend EAL Now! Training to support best practice in EAL supports</p> | <p>Trust lead for EAL</p> | <p>was provided in January 2026</p> <p>Training on parental communication around SEND plans was given in February 2026</p> <p>Staff training on use of Widgit and Wellcomm to happen in Summer 2026.</p> | <p>fully supportive environment.</p> <ul style="list-style-type: none"> • Parents/carers/families feel well-informed about the adaptations in place so that their child can access a full curriculum |
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This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the school's senior leadership team, including the SENDCo, and the central team from Unity Education Trust if required.

It will be approved by the headteacher and the Unity Education Trust].

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy