



Ipsley C of E Middle School

Accessibility Plan

Recommended by:	Principal
Recommendation Date	Summer 26
Approved by:	LAGB
Signed:	
Position on the board:	Chair of Governors
Ratification Date:	14 th July 2026
Next Review:	Summer 2027
Policy Tier (Central/School):	School

Part 1. Opening Statement

At Ipsley C of E Middle School, we aspire for all pupils to flourish into ambitious, courageous and kind young people who achieve the strongest possible outcomes, and are ready to thrive in the next stage of their education. Accessibility is understood not simply as compliance with statutory duties, but as a commitment to dignity, belonging, independence and full participation in school life. We are ambitious for all pupils and believe that pupils with disabilities and additional needs are entitled to the same high expectations, quality-first teaching, opportunities and aspirations as their peers.

We are committed to identifying and removing barriers to learning, participation and achievement so that every member of our school community feels safe, valued and able to thrive.

School Context

At Ipsley C of E Middle School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and visitors regardless of disability, special educational need or additional need. We recognise our duties under the Equality Act 2010 and aim to remove barriers to participation, learning and achievement wherever possible.

Our school community includes pupils with a wide range of needs, including:

- Cognition and learning needs
- Communication and interaction needs, including autism
- Social, emotional and mental health needs
- Physical disabilities and medical needs
- Hearing impairment
- Visual impairment
- Sensory processing difficulties

The school building includes a mixture of indoor and outdoor learning environments. We recognise that accessibility is an ongoing process and this plan reflects our commitment to continual improvement.

Pupils with SEND and disabilities are entitled to access a broad, balanced and ambitious curriculum. Adjustments and support are intended to remove barriers without reducing expectations. Wherever possible, support is designed to promote independence and self-advocacy.

This plan should be read alongside:

- SEND Information Report
- SEND Policy
- Equality Information and Objectives
- Behaviour Policy

- Health and Safety Policy
- Emergency Evacuation Procedures
- Supporting Pupils with Medical Needs policy

The Accessibility Plan will be reviewed annually and updated every three years.

Aims & Objectives

The aims and objectives of this Accessibility Plan are to:

1. Increase access to the curriculum for pupils with disabilities and additional needs.
2. Improve and maintain access to the physical environment.
3. Improve the availability and accessibility of information for pupils, parents, carers and visitors.
4. Promote a culture of inclusion, belonging and high expectations for all.
5. Ensure reasonable adjustments are anticipatory, responsive and effective.
6. Support pupils to participate fully in all aspects of school life, including enrichment, leadership opportunities and educational visits.
7. Develop independence and self-advocacy for pupils with additional needs.
8. Ensure accessibility is embedded across all areas of school improvement and leadership

Part 2. School and Pupil Data Analysis

School and Pupil Data Analysis

Current pupil data shows that at the start of academic year 25/26 there are 132 pupils regarded as disabled under the definition within the Equality Act 2010. Pupil data is collated according to primary area of need, but for some pupils this is more challenging as they have co-existing conditions or areas of need. To reflect this complexity and map the multiple impacts of disabilities on pupils, the following table further analyses the needs of the pupil population in terms of overlapping conditions and their impact on SEMH and attendance.

Area of Need	Number of pupils where...			
	This is their primary area of need	This is their primary area of need, but also has additional co-existing conditions	There is an impact on SEMH	There is an impact on Attendance

Physical disability/ies	4	1	1	1
Long term, complex or fluctuating/ degenerative medical needs	0	0	0	0
Vision: Hearing: MSI:	Vision: 2 Hearing: 3 MSI: 2	Vision: 2 Hearing: 2 MSI: 2	Vision: 0 Hearing: 3 MSI: 2	Vision: 0 Hearing: 0 MSI: 0
Autism	23	12	11	4
Speech, language, and communication needs	39	15	12	7
Cognition and learning needs	30	6	3	1

Part 3. Consultation with Stakeholders

Consultation with Stakeholders

The school recognises the importance of working collaboratively with stakeholders when developing and reviewing accessibility arrangements.

Consultation takes place through:

- Pupil voice activities
- Parent and carer feedback
- EHCP annual reviews
- SEND reviews and meetings
- Governor monitoring
- Staff consultation
- Accessibility audits
- External professional advice
- Engagement with Local Authority services and specialist agencies

Where appropriate, individual pupils and families are consulted directly regarding reasonable adjustments, accessibility arrangements and support strategies.

The school actively seeks pupil voice through:

- SEND pupil surveys
- Inclusion discussions
- Transition meetings
- Accessibility walks
- Review meetings with pupils

The school works collaboratively with external professionals where appropriate, including:

- Educational Psychology
- Occupational Therapy
- Physiotherapy
- Hearing Impairment Services
- Visual Impairment Services
- NHS professionals
- Local Authority advisory teams

This helps ensure accessibility arrangements reflect the lived experiences of pupils themselves.

The governing body receives regular updates regarding SEND, inclusion and accessibility to ensure accountability and strategic oversight.

Part 4. Good Practice in School

Access to the Curriculum

The school is committed to providing a broad, balanced and ambitious curriculum for all pupils. Inclusive practice includes:

- High-quality adaptive teaching strategies embedded across lessons
- Clear routines and predictable classroom structures
- Scaffolded resources and differentiated support where appropriate
- Use of visual supports, modelling and chunked instructions
- Opportunities for overlearning and retrieval practice
- Flexible approaches to recording and demonstrating understanding
- Access arrangements and reasonable adjustments during assessments
- Targeted interventions informed by need and assessment

Support is designed to enable pupils to access the same ambitious curriculum as their peers while developing increasing independence and confidence.

Staff receive regular CPD relating to:

- Adaptive teaching
- Autism awareness
- Trauma-informed practice
- Speech, language and communication needs
- Sensory processing
- Dyslexia-friendly practice
- SEMH support
- Medical needs and first aid
- Inclusive classroom strategies

Accessibility and inclusion are recognised as the responsibility of all staff. Inclusive practice forms part of quality assurance processes, professional development discussions and line management conversations.

The school actively promotes inclusion within:

- Educational visits
- Residential experiences
- Sports activities
- Performing arts
- Leadership opportunities
- Extra-curricular clubs

Risk assessments are adapted where necessary to ensure pupils with disabilities or additional needs can participate safely and meaningfully. Reasonable adjustments are considered proactively rather than reactively.

The Educational Visits Coordinator works closely with staff and families to ensure accessibility needs are identified and supported appropriately.

The school values pupil voice and seeks to understand barriers to learning and participation from the perspective of the child.

The school also supports preparation for adulthood and the world beyond school by promoting:

- Independence
- Organisation skills
- Confidence in unfamiliar situations
- Self-advocacy
- Communication skills
- Positive relationships
- Digital literacy

Access to the Physical Environment

The school continually reviews the physical environment to improve accessibility for pupils, staff and visitors.

Provision and adjustments may include:

- Accessible entrances and pathways
- Appropriate seating and workspace adaptations
- Lift or ramp access where applicable
- Accessible toilet facilities
- Personal care arrangements where required
- Safe evacuation procedures
- Consideration of acoustics and lighting
- Calm and low-stimulation spaces
- Sensory regulation resources
- Visual signage and wayfinding support

Support for pupils with physical difficulties may include:

- Adapted furniture
- Specialist equipment
- Timetabling considerations
- Movement support between lessons
- Individual risk assessments

Support for pupils with autism and sensory needs may include:

- Quiet spaces and safe regulation areas
- Visual timetables
- Predictable routines
- Reduced sensory overload where possible
- Preparation for change and transition

Support for pupils with visual impairment may include:

- Enlarged print
- High-contrast resources
- Environmental adjustments to reduce hazards

Emergency evacuation procedures are adapted where necessary through Personal Emergency Evacuation Plans (PEEPs). These are reviewed regularly and shared with relevant staff to ensure pupils can be evacuated safely in the event of an emergency.

Accessibility audits are undertaken regularly to identify areas for improvement and prioritise future developments.

Access to Information

The school aims to ensure information is accessible, clear and inclusive for all members of the community.

Communication methods include:

- School website
- Parent communication apps
- Email communication
- Telephone support
- Letters and printed materials
- Face-to-face meetings

The school seeks to ensure:

- Key information is written clearly and concisely
- Alternative formats can be provided on request
- Parents and carers can contact the school easily
- Digital platforms are accessible and user-friendly

The school is mindful of digital accessibility and seeks to ensure:

- Online platforms are accessible across devices
- Website content is easy to navigate
- Appropriate colour contrast and readable fonts are used
- Video content is captioned where appropriate
- Digital documents are formatted clearly
- Online learning resources are accessible for pupils with additional needs

The school website is reviewed regularly to ensure statutory information is accessible and easy to navigate.

Staff are mindful of the communication needs of parents and carers and aim to provide supportive, responsive and inclusive communication at all times.

Part 5. Review and Monitoring

The Accessibility Plan will be monitored by senior leaders and governors.

Monitoring activities may include:

- Accessibility audits
- Learning walks
- Pupil voice
- Parent feedback
- Governor monitoring visits
- Review of participation data

- SEND reviews
- Evaluation of CPD impact

Accessibility remains a standing consideration within school improvement planning to ensure inclusion is embedded across all aspects of school life.

The plan will be:

- Reviewed annually by leaders and governors
- Updated every three years
- Evaluated through stakeholder feedback and evidence of impact

The school will continue to review practice proactively to ensure accessibility arrangements remain ambitious, effective and responsive to the needs of the school community.

Part 6. Accessibility Action Plan

Area 1: To increase the extent to which pupils with disabilities can participate in the school curriculum

Target 1: Inclusive teaching and learning				
Action/ Strategies	Resource Implications	Timescale	Responsibility	Success Criteria
To develop an inclusive and effective SEND centre within the school that provides both a structured environment and a calm, regulated 'time-out' space to support pupils' emotional and academic needs.	Staffing, dedicated space in school, specialist resources.	Ongoing (review termly)	SENDCo/SLT	Pupils access tailored support and show progress in EHCP/Targets/Attendance and wellbeing
To embed high-quality inclusive teaching across all classrooms through the consistent use of adaptive teaching strategies, differentiation, and scaffolding to meet a wide range of SEND needs.	CPD for staff, robust school systems for inclusive teaching	Ongoing	All teaching staff/SENDCo/SLT	Lessons show outcomes for pupils are in line with or disproportionately greater than non-SEND pupils.
To implement the effective use of assistive technology (such as laptops, reading software, and speech-to-text tools) to enable pupils with SEND to access the curriculum independently.	Purchase of devices/ software/training	Summer 27	ICT staff/ICT lead/ SENDCo	Pupils independently access curriculum using technology.
To provide regular, targeted staff CPD focused on SEND strategies, including autism awareness, communication needs, and adaptive teaching approaches, to improve classroom practice.	CPD budget, external trainers where needed, access and links to training resources	Ongoing	SENDCo/SLT	Staff confidence improves; observed inclusive practice in lessons.

Target 2: Inclusive curriculum design				
To provide specialist and adapted equipment (e.g. modified cooking tools, writing aids, sensory resources) to enable pupils with physical or sensory needs to fully access practical subjects.	Purchase of adapted equipment (e.g. grips, height-adjustable tools)	Spring 27	Department leads/ SENDCo/SLT	Pupils with physical needs can safely access practical subjects and have barriers to learning removed.
To adapt P.E and physical activities to ensure all pupils, regardless of ability, can participate meaningfully and safely in lessons.	Adapted sports equipment, staff training, specialist equipment	Autumn 26	P.E staff/ P.E lead/ SLT/ SENDCO	Barriers to SEND pupils engaging with and learning P.E curriculum are removed. Outcomes for SEND in P.E are in line with/exceed those with no SEND
To create communication –friendly learning environments through the use of visual supports, symbols and structure routines to support pupils with speech, language and communication needs.	Printing, visual and communication software, training	Ongoing	SENDCo/Teachers/SLT	Pupils with communication needs access learning more independently
Target 3: Extracurricular and trips				
To ensure all school trips and extracurricular activities are fully inclusive by planning proactively for accessibility and individual pupil needs	Staff planning time, possible additional resources and costs for adjustments	Ongoing	EVC lead/SLT/SENDCo	Pupils with SEND attend trips and clubs in line with peers and all barriers are removed
To provide additional staffing or support where necessary to enable pupils with SEND to safely access off-site visits and activities	Staff time and training	Ongoing	SLT/SENDCo	Increased participation and successful inclusion on trips
To adapt extracurricular clubs and enrichment opportunities so that pupils with SEND are actively encouraged and able to participate alongside their peers.	Resources, training for staff, possible equipment	Ongoing	SLT/teaching staff/SENDCo	Increased SEND pupil participation and sustained engagement in a variety of extracurricular clubs.

Area 2: To improve the physical environment of the school to ensure disabled pupils can access all benefits, services and facilities offered by the school

Target 1: Classrooms are optimally organised				
Action/ Strategies	Resource Implications	Timescale	Responsibility	Success Criteria
Classrooms enable movement of a person with a physical difficulty where appropriate (e.g. spacing of desks, height adjustable desks in place, specialist equipment available)	Purchase of adjustable furniture and specialist equipment. Liaison time with specialists	Ongoing	Site Team/SLT/SENDCo	Pupils with physical needs move safely and independently within classrooms
Classrooms are timetabled to ensure pupils and staff with physical difficulties are not required to use upstairs B Block	Timetabling time and planning	Autumn 26	SLT/SENDCo	Timetables reflect accessibility needs
Classrooms are laid out to ensure pupils with sensory, visual or hearing impairments are optimally seated in the classroom	Staff training, specialist service time and liaison	Ongoing	Class teachers/SENDCo	Pupils with sensory, hearing or visual impermanent needs demonstrate outcomes that are in line with or exceed those of pupils with no-SEND as barriers are reduced.
Target 2: The site is optimally organised				
Automatic doors are maintained and regularly checked, to enable independent and safe access to the school site	Maintenance costs, servicing from specialists	Ongoing	Site manager/SENDCo/SLT	All access points remain fully operational and accessible
Social spaces are optimally organised, including provision of ramps where appropriate, to enable social integration of pupils with physical difficulties (other areas also included e.g. pegs are accessible, stairs include high visibility strips)	Site resources	Ongoing	SLT/Site Team/SENDCo	Pupils with physical needs can access all key areas of the school

Accessible toilet facilities are available across the site, and regularly checked (For visitors to also have access to these facilities using a check in system on arrival)	Cleaning and maintenance, site resources	Ongoing	Site Team/SENDCo/SLT	Facilities remain accessible for all, clean and fit for purpose
Target 3: Emergency evacuation is optimally organised				
Evac-chairs are optimally positioned near staircases to enable effective evacuation and regularly checked. Staff across the site are regularly trained. Ensuring that one member of staff is an evac chair trainer, meaning that staff in all areas can be trained and refreshed at regular intervals	Evac-chair equipment, training and servicing	Ongoing	Site manager	Evacuation equipment is functional and effective, ensuring safe exit for all.
Pupils regularly 'trial' the evac chair to diminish anxieties in the event of an emergency evacuation	Staff, structured drills	Ongoing	SENDCO/Teachers/SLT	Pupils demonstrate reduced anxiety and improved understanding of procedures.
Pupils and staff with a physical difficulty have a Personal, Emergency Evacuation Plan (PEEP) in place (Including pupils who have both long term and short-term reduction in mobility). This is included on the school's emergency evacuation protocol.	Staff training, effective systems	Ongoing	Inclusion Team/SENDCo/SLT	Effective PEEPS are in place, current and effectively implemented.
Robust processes are in place to ensure the evacuation of a visitor with a physical difficulty evacuated from the building	Staff training, effective systems	Ongoing	Reception staff/SENDCo/SLT	Visitors are safely supported during evacuation situations.

Area 3: To improve the delivery of information to disabled pupils so information is available equally to all pupils

Target 1: Website				
Action/ Strategies	Resource Implications	Timescale	Responsibility	Success Criteria
To ensure the school website is fully accessible to all users by adhering to accessibility standards (e.g. clear layout, readable fonts, alternative text for images and compatibility with screen readers)	Website development time, external specialist support	Summer 27	IT lead/ SLT/SENDCo	Website meets accessibility standards and is usable by all stakeholders.
To regularly review and update SEND-related information (including policies, Local Offer, and SEND Information Report) to ensure it is clear, comprehensive and easy to understand.	Administrative time, specialist advice	Ongoing	SENDCo/SLT	Parents and carers can easily access up-to-date SEND information
To provide key information from the website in physical alternative formats (e.g. large print, simplified language, translated versions where needed)	Printing, translation services	Summer 27	SENDCo/SLT/Reception	Information is accessible to families with diverse needs
Target 2: School comms				
To ensure all school communications (letters, emails, newsletters, apps, texts) are written in clear, accessible language and are easy for all parents and pupils to understand	Staff training to understand accessible communications	Ongoing	SLT/SENDCo/Reception	Communication is clear and well understood by families
To provide communication in alternative formats (e.g. large print, translated materials, visual supports, reading supports) based on individual needs.	Printing, translation services	Ongoing	SENDCo/SLT/Reception	Families with SEND needs can access information fully