

Yew Tree Primary School Accessibility Plan



Date of Policy:	November 2025
Responsibility:	Inclusion Leader (Amy Walker-Laver)
Review Date:	November 2028
Consultation:	This policy was written in consultation with staff and governors, following any local and national advice.

Ethos Statement

It is the aim of the Governing Body of Yew Tree Primary School to support the implementation of policies and procedures which develop the skills our children need to achieve our vision of:

“Learning Without Limits”

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaces all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that ‘schools cannot unlawfully discriminate against pupils because of sex, race, gender, disability, religion or belief and sexual orientation’.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and*
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.*

Yew Tree Primary School is bound by a general duty to have due regard to the following in relation to disability and other protected characteristics:

- eliminating discrimination
- advancing equality of opportunity
- fostering good relations across the community

We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching.

To be monitored at least annually by the Governing Body in conjunction with the Inclusion Leader, Site Manager and community representatives as appropriate.

Access to the Physical Environment

	Targets	Action	Timescale	Responsibility	Success Criteria	Notes
Short Term 2025-2026	Children's physical needs are met	<ul style="list-style-type: none"> Identify pupils requiring adapted or specialist equipment through SEN reviews and professional assessments (e.g., OT, physiotherapy). Source and provide appropriate furniture and equipment (e.g., adjustable desks, specialist seating, assistive devices). Train staff in the correct and safe use of equipment. Review and maintain equipment termly. 	Ongoing	Inclusion Leader Head Teacher Governors OT Inclusion Support-CCAT Site Team	<p>Accessible Environment:</p> <ul style="list-style-type: none"> All areas of the school site (classrooms, playgrounds, toilets, and communal spaces) are physically accessible to all pupils, including those with mobility difficulties or who use assistive devices. Ramps, lifts, and handrails are installed and maintained where needed. <p>Inclusive Classrooms:</p> <ul style="list-style-type: none"> Classroom furniture and layouts are adaptable to meet individual physical needs (e.g., adjustable desks, appropriate seating, clear space for mobility aids). Children can move around and access resources independently and safely. <p>Personal Care and Support:</p> <ul style="list-style-type: none"> Appropriate facilities (e.g., accessible toilets, changing areas) are available and equipped. Staff are trained and confident in supporting pupils with physical or medical needs. <p>Safe Access and Evacuation:</p> <ul style="list-style-type: none"> Individual risk assessments and personal emergency evacuation plans (PEEPs) are in place and reviewed regularly for pupils with physical needs. <p>Monitoring and Review:</p> <ul style="list-style-type: none"> Regular audits of accessibility are carried out and actions are implemented promptly. Feedback from pupils, parents, and staff indicates that children's physical needs are being met effectively. 	

<p>Medium Term 2026-2027</p>	<p>Children's physical equipment is appropriate for their size and needs</p>	<ul style="list-style-type: none"> • Work with OTs and health professionals to assess needs. • Source and maintain adjustable furniture and devices. • Collect feedback from users and families. 	<p>Ongoing</p>	<p>Inclusion Leader Head Teacher Site Team</p>	<p>Appropriate Equipment Provided:</p> <ul style="list-style-type: none"> • Each child has access to furniture and equipment (e.g., desks, chairs, writing tools, assistive devices) that are suitable for their physical size, posture, and individual needs. • Specialist equipment is sourced promptly when recommended by health or therapy professionals. <p>Regular Review and Adjustment:</p> <ul style="list-style-type: none"> • Equipment is reviewed at least termly—or sooner if a child's needs change—to ensure it remains suitable. • Adjustments are made quickly following feedback from staff, parents, or external professionals. <p>Safe and Comfortable Use:</p> <ul style="list-style-type: none"> • Children can use their equipment safely, comfortably, and independently wherever possible. • Staff ensure correct setup and positioning of equipment to support good posture and physical development. <p>Staff Knowledge and Training:</p> <ul style="list-style-type: none"> • Staff are trained in the correct use and maintenance of specialist equipment. • Any issues or concerns about equipment suitability are reported and resolved swiftly. <p>Positive Outcomes for Pupils:</p> <ul style="list-style-type: none"> • Children demonstrate increased comfort, participation, and engagement in learning activities • Feedback from pupils, parents, and staff confirms that physical equipment supports access to the full curriculum. 	
<p>Long Term 2027-2028</p>	<p>All children are able to successfully access school trips to a range of sites.</p>	<ul style="list-style-type: none"> • Conduct risk assessments for all trips considering SEND needs. • Provide transport, staffing, and equipment adjustments as 	<p>Ongoing</p>	<p>SLT - EVC Head Teacher Class Teachers OT</p>	<p>Inclusive Planning:</p> <ul style="list-style-type: none"> • Risk assessments for all trips include consideration of pupils with physical, sensory, or learning needs. • Trip activities are adapted to ensure all children can participate meaningfully. <p>Support and Resources:</p> <ul style="list-style-type: none"> • Appropriate staffing ratios are provided to support children with SEND or other access needs. • Equipment, transport, or adjustments (e.g., accessible transport, mobility aids, seating arrangements) are in 	

		<p>required.</p> <ul style="list-style-type: none"> • Develop pre-visit planning and differentiated learning activities. • Communicate with parents about arrangements and support. 			<p>place as required.</p> <p>Participation:</p> <ul style="list-style-type: none"> • Every child to attend trips safely and can take part in learning experiences. • Alternative arrangements are provided where necessary to ensure access without exclusion. <p>Monitoring and Feedback:</p> <ul style="list-style-type: none"> • Staff complete post-trip evaluations, and note any barriers encountered and how they were overcome if required. • Feedback from children and parents indicates trips are enjoyable, inclusive, and accessible. <p>Continuous Improvement:</p> <ul style="list-style-type: none"> • Lessons learned from each trip inform planning for future visits. • Adjustments are made promptly to improve accessibility and inclusivity of subsequent trips. 	
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	Targets	Actions	Timescale	Responsibility	Success Criteria	Notes
Short Term 2025-2026	All children are able to access curriculum content appropriate to their ability, physical and learning needs	<ul style="list-style-type: none"> • Teachers plan lessons with varying levels of challenge and resources to match pupils' abilities, learning styles, and physical needs. • Provide appropriate equipment, assistive technology, and classroom resources (e.g., adapted seating, visual aids, laptops) to ensure all pupils can participate fully. 	Ongoing	Inclusion Leader Class Teachers All teaching staff PE coaches Curriculum leads LSA staff adaptations to group focused activities	<p>Curriculum Access</p> <ul style="list-style-type: none"> • Differentiated planning is evident in all teachers' weekly plans to meet a range of learning needs. • Lesson observations show that all pupils are actively engaged and can access learning tasks at their own level. • Children with SEND or physical needs have the required adaptations, equipment, or support to participate fully in classroom and school activities • Reasonable adjustments are consistently implemented. • Support staff are effectively deployed to promote independence and inclusion. • Individual Education Plans (IEPs) are in place, regularly reviewed, and demonstrate progress toward personal targets. <p>Pupil Outcomes</p> <ul style="list-style-type: none"> • Assessment data shows that pupils with additional needs make expected or better than expected progress from their starting points. • Pupil voice surveys and learning conversations show that children feel included and supported in their learning. <p>Staff Knowledge and Practice</p> <ul style="list-style-type: none"> • All staff receive regular training on inclusive teaching strategies and accessibility requirements. • Teachers can articulate and demonstrate how they adapt teaching to meet different abilities and needs. <p>Environment and Resources</p> <ul style="list-style-type: none"> • The physical environment (classrooms, corridors, outdoor spaces) is accessible to all pupils, with any barriers identified and addressed through the accessibility plan. • Learning materials are available in appropriate formats (e.g. enlarged print, audio, tactile resources). 	
Medium Term	All hearing and visually	<ul style="list-style-type: none"> • Provide learning 	Ongoing	Inclusion Leader Class Teachers	<p>Curriculum Access and Inclusion</p> <ul style="list-style-type: none"> • All hearing and visually impaired pupils can fully 	

2026-2027	impaired children are fully included in learning and are able to access all resourcing as required	<p>resources in accessible formats (large print, braille, audio, captioned videos).</p> <ul style="list-style-type: none"> • Ensure digital resources are compatible with screen readers and assistive technology. • Use inclusive teaching strategies (clear speech, repetition, visual aids, sign language support). • Deliver staff training on supporting pupils with hearing and visual impairments. 		Specialist teachers from the sensory team. LSA staff	<p>participate in classroom activities and school events alongside their peers.</p> <ul style="list-style-type: none"> • Lesson observations and planning evidence show appropriate adaptations for hearing and visual needs (e.g. seating positions, visual aids, subtitles, enlarged or tactile resources). • Teachers consistently use inclusive communication strategies, such as clear verbal instructions, visual cues, and checking understanding. <p>Resources and Equipment</p> <ul style="list-style-type: none"> • Specialist equipment (e.g. radio aids, hearing loops, magnifiers, screen readers, enlarged text) is available, maintained, and used effectively. • All teaching materials are provided in accessible formats, such as large print, Braille, or digital versions compatible with assistive technology. • Classrooms and learning environments are adapted to minimise background noise and ensure good lighting and visibility. <p>Support and Specialist Involvement</p> <ul style="list-style-type: none"> • External specialist services (e.g. sensory support teams, audiologists, visual impairment specialists) are consulted regularly, and their recommendations are implemented. • Support staff are trained to assist hearing and visually impaired pupils effectively, promoting independence and inclusion. 	
Long Term 2027-2028	All new learners with disabilities are appropriately supported in their accessing of the curriculum	<ul style="list-style-type: none"> • Provide learning resources in accessible formats (large print, braille, audio, captioned videos). • Ensure digital resources are compatible with screen readers and assistive 	Ongoing	Inclusion Leader Class Teachers Specialist teachers LSA staff	<p>Identification and Assessment</p> <ul style="list-style-type: none"> • On entry, all new learners with disabilities are promptly identified through admission procedures and initial assessments. • Information from parents, previous schools, and external agencies is gathered and used to inform planning and support. • Baseline assessments are completed within the first half-term to establish learning and accessibility needs. <p>Planning and Provision</p> <ul style="list-style-type: none"> • Individual support plans or accessibility plans are created within the first few weeks of enrolment and 	

		<p>technology.</p> <ul style="list-style-type: none"> • Arrange classrooms to optimise visual and auditory access (preferential seating, lighting, minimal background noise). • Use inclusive teaching strategies (clear speech, repetition, visual aids, sign language support). • Work with HI and VI specialists to provide guidance, training, and equipment. • Maintain and review individual support plans termly. 			<p>shared with all relevant staff.</p> <ul style="list-style-type: none"> • Curriculum materials and classroom environments are adapted to meet each child's physical, sensory, and learning needs. • Appropriate resources, assistive technology, or specialist equipment are provided without delay. <p>Staff Awareness and Training</p> <ul style="list-style-type: none"> • Teachers and support staff receive timely training or guidance on the child's specific needs before or soon after the learner's start date. • Staff can demonstrate understanding of the strategies required to support the pupil's access to learning and participation. <p>Pupil Inclusion and Wellbeing</p> <ul style="list-style-type: none"> • New learners feel welcomed, safe, and included in all classroom and school activities. • Pupil and parent/carer feedback indicate satisfaction with the support provided and the child's ability to access the curriculum. • The child's participation and engagement levels are consistent with those of their peers. <p>Monitoring and Review</p> <ul style="list-style-type: none"> • The effectiveness of support and adaptations is reviewed regularly (at least termly) and adjusted as needed. • Progress data shows that new learners with disabilities make expected or better progress from their starting points. • The Inclusion Leader monitors and records provision to ensure compliance with accessibility and equality requirements. 	
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	Targets	Actions	Timescale	Responsibility	Success Criteria	Notes
Short Term 2025-2026	Website contains all necessary SEND core offer statements	<ul style="list-style-type: none"> • Conduct a comprehensive audit of the website to ensure all statutory SEND information is present, including the SEND Policy, Accessibility Plan, and SEND Information Report. • Ensure all core offer statements are written in clear, accessible language and uploaded to the website in user-friendly formats (PDF, HTML, or alternative accessible formats). 	April 2026	Inclusion Leader Head Teacher	<p>Complete Documentation:</p> <ul style="list-style-type: none"> • The website includes all statutory SEND information, including the school's SEND Policy, SEND Information Report, Accessibility Plan, and core offer statements. • All Sandwell SEND documents to be available. <p>Accessibility and Clarity:</p> <ul style="list-style-type: none"> • Information is presented in clear, user-friendly language. • Content is accessible to all parents and carers, including those using assistive technologies (screen readers, translation tools). <p>Regular Review and Updates:</p> <ul style="list-style-type: none"> • All SEND content is reviewed at least annually and updated to reflect current provision, policy changes, or staffing. • Any new or revised statutory requirements are added promptly. <p>Monitoring and Feedback:</p> <ul style="list-style-type: none"> • Parents, carers, and stakeholders report they can easily locate and understand SEND information on the website. • School leadership monitors website content and ensures compliance with statutory requirements. <p>Compliance:</p> <ul style="list-style-type: none"> • The website fully meets the requirements set out in the SEND Code of Practice (2015) and the statutory guidance for schools. 	
Medium Term 2026-2027	More parents access school website & are able to answer queries online than by phone. More parents / children are aware of information	<ul style="list-style-type: none"> • Continue to advertise the school website in the weekly newsletter • Send out termly information on SEND data 	Ongoing	Head Teacher SLT ECM Team Class teachers Admin staff	<p>Increased Website Engagement:</p> <ul style="list-style-type: none"> • A growing percentage of parents regularly access the school website for information, forms, and FAQs. • Queries that previously required phone calls are successfully resolved online. <p>Accessibility and Usability:</p> <ul style="list-style-type: none"> • Website content is easy to navigate, clear, and accessible to all parents, including those using assistive technologies. 	

	shared in newsletter	<ul style="list-style-type: none"> • Newsletters – share with children whenever possible before home time. • Use of class dojo 			<ul style="list-style-type: none"> • Key information is prominently displayed, up-to-date, and easy to understand. <p>Newsletter Awareness:</p> <ul style="list-style-type: none"> • Parents and children report being aware of the content of newsletters and relevant school updates. • Important information from newsletters is reinforced on the website and through other communication channels. <p>Monitoring and Feedback:</p> <ul style="list-style-type: none"> • Regular surveys or feedback indicate that parents can find information online efficiently. • Number of phone queries decreases over time, indicating effective online communication. <p>Continuous Improvement:</p> <ul style="list-style-type: none"> • Website and newsletter content are reviewed termly to ensure relevance, clarity, and accessibility. • Adjustments are made based on parent feedback and usage data. 	
Long Term 2027-2028	<p>Most parents can receive school text messages regarding attendance and key school events.</p> <p>School website is kept updated with all key information</p>	<ul style="list-style-type: none"> • Use of School Comms for texts. • Reminders for parents to update contact numbers. • School website to carry main information, news updates and key dates. • Involve parents of SEND children in review / target setting process. 	April each year for budgeting purposes – cost of School Comms text bundles / website hosting costs	Head Teacher Governors Attendance Lead Admin staff	<p>Effective Text Communication:</p> <ul style="list-style-type: none"> • At least 90% of parents are registered to receive school text messages. • Messages regarding attendance, school events, and urgent updates are consistently delivered and acknowledged. <p>Up-to-Date Website:</p> <ul style="list-style-type: none"> • All key school information (policies, term dates, newsletters, SEND information, curriculum updates) is current and clearly accessible on the website. • Updates are made promptly when policies, events, or other key information change. <p>Parent Awareness and Engagement:</p> <ul style="list-style-type: none"> • Parents report being well-informed about school events, attendance matters, and updates via text messages and the website. • Feedback indicates that parents are able to access the information they need without relying on phone calls or other communication channels. 	

					<p>Monitoring and Review:</p> <ul style="list-style-type: none">• Communication systems are monitored regularly to ensure messages are delivered and website content remains accurate.• Technical or accessibility issues are resolved promptly to maintain consistent access for all parents. <p>Continuous Improvement:</p> <ul style="list-style-type: none">• Parent surveys or feedback inform improvements to communication methods.• Regular audits ensure the website and messaging system remain reliable, accessible, and user-friendly.	
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