Accessibility Plan 2026– 2029

Name of School: Lostock Primary School **Date: Written September 2026**

Strand 1: To improve access, opportunities and outcomes across the curriculum

Targets	Strategies	Timescale	Lead	Success Criteria	Evaluation
Ensure that the SEND and Medical Registers, along with information relating to pupils with additional needs, are reviewed and updated regularly.	Ensure SEND register reflects current pupils being supported. Ensure Medical register and Care plans are up-to-date. Liaise with parents and external agencies to ensure we receive up to-date reports.	Termly 2026/27 Termly 2027/28 Termly 2028/29	SENDCO Head of School	All SEND and Medical needs are up-to date. Teachers and TAs are fully aware of the needs of pupils in their class.	
To establish strong relationships with parents/carers and outside agencies for pupils with ongoing needs.	Termly meetings with all external support agencies to discuss the needs of all pupils with SEND and the next steps in their learning. Parents to be invited in to school termly to discuss their child's progress towards their personal targets. New targets will be agreed for the Learning Support Plans. Annual reviews for pupil with EHCP will include parents/carers.	Termly 2026/27 Termly 2027/28 Termly 2028/29	Head of School SENDCO	Parents/carers involved and updated during reviews and will feel included in the provision for their child. Relationships will be strong and the child receives the right level of support to ensure they make good progress.	
Effective communications with nurseries and schools to provide a quality transition.	Identify pupils who may need additional transition. Reception teacher/s to visit nurseries prior to new pupil transitioning to Reception. Strong working relationships are established with the inclusion team to support early intervention within EYFS. Additional transition support is provided for pupils with SEND moving into secondary education. There is ongoing engagement with external agencies to ensure appropriate SENDCO	September each year	EYFS Leaders SENDCO	All new starters will have appropriate transition information shared with all staff within EYFS team. Continue to work with local council Start Well to identify pupil at risk as early as possible.	

Ensure all pupils, including those with SEND, EAL and medical needs, can access a broad and balanced curriculum.	Provide CPD for teachers on inclusive pedagogy, scaffolded instruction, focusing on each specific subject area (where needed and appropriate) Monitor and report on progress and attainment of pupils within vulnerable groups and those with individual plans and adjust provision. Conduct learning walks to monitor the quality and delivery of teaching and learning and provide feedback to staff.	Termly 2026/27 Termly 2027/28 Termly 2028/29	SENDCO Curriculum Leads SLT	The attainment/ progress gap reported is reduced each academic year. Staff report increased confidence in delivering inclusive lessons.	
Ensure educational visits are accessible to all.	Conduct pre-visits to ensure sites are accessible and Appropriate. Ensure reasonable adjustments are in place for the visits that mirror provision in school. Share information with all members of the visit to ensure everyone is aware of the pupil's needs and adaptations to be made.	As required	SENDCO SLT	No scheduled visit to be inaccessible to any pupil.	
Ensure pupils are appropriately assessed at the correct stage for their development.	Provide CPD on pupil working at pre-key stage standards and how to effectively assess the pupil working at this standard. Consider the use of alternative assessment methods for pupil working on the Engagement Model and provide appropriate CPD on this. Liaise with other professionals around the most effective methods of assessing against adaptations for the curriculum. Consider access arrangements for pupils who would benefit from them in assessments	Termly 2026/27 Termly 2027/28 Termly 2028/29	SENDCO SLT Class teachers	All pupils working below their appropriate key stage have an agreed assessment approach. All pupils requiring accessibility arrangements have these provided within the guidance stated by the STA.	
Ensure appropriate and specialised equipment is used	Audit the need of individual pupils and identify individual resources that are needed. Provide resources to pupil to support with specific	Termly 2026/27	SENDCO Class teachers	The attainment/progress gap reported is reduced each academic year.	

to benefit individual pupils where necessary.	learning difficulties appropriate to each child (e.g. coloured overlays, sloped writing boards etc.)	Termly 2027/28 Termly 2028/29			
Tailor interventions to the needs of the pupils to ensure pupils are making progress in targeted areas.	Review current intervention success rate and adapt where necessary. Plan interventions around assessment data, identifying gaps to close. Strategically identify staff to deliver interventions to optimise outcomes. Track intervention success and continue to adapt. Utilise educational research to ensure appropriate interventions are being delivered in-line with accurate assessment opportunities.	Termly 2026/27 Termly 2027/28 Termly 2028/29	SENDCO SLT Class teachers	The attainment/progress gap reported is reduced each academic year.	
Ensure the curriculum reflects the diversity of modern Britain and the school community.	Audit curriculum content, texts, displays and resources annually to improve representation of different cultures, faiths, ethnicities and protected characteristics.	Annually	Curriculum Lead Subject leaders	Pupil voice demonstrates pupils feel represented and can identify diverse role models across the curriculum.	
Develop staff confidence in equality, diversity and inclusion.	Annual CPD programme covering anti-discrimination, unconscious bias, inclusive language, cultural awareness and protected characteristics.	Annually	SLT Class teachers	Staff surveys show increased confidence in identifying and addressing discriminatory behaviours.	
Provide appropriate access to enrichment activities to ensure all pupisl have access to these opportunities.	Ensure all clubs are open to all pupils. Provide additional staffing to clubs and opportunities to ensure pupil can access the content if needed.	Termly 2026/27 Termly 2027/28 Termly 2028/29	SENDCO SLT	No scheduled club to be inaccessible to any student. Track enrichment participation for pupils in vulnerable groups and assess the offer accordingly.	
To termly review pupil performance through trackers	To be scrutinised by class teachers, SLT, SENDCO and core curriculum leaders.	Termly 2026/27	Head of School SENDCO	Pupil with SEND make progress towards their prior attainment.	

and data scrutiny.	Pupils who are on the SEND register to have half termly monitoring of their development and progress through Learning Passports. Pass assessment information to relevant agencies.	Termly 2027/28 Termly 2028/29	Subject Leaders	Swift support is organised to meet the needs of pupils who are not on track.	
To support pupils with an EHCP in achieving their potential	Following the receipt of an EHCP from the Local Authority, the SENDCO will meet with parents and discuss the plan in detail. Support will be offered and parents will be signposted to the Local Offer. SENDCO will work with class teachers, teaching assistant and outside agencies to support curriculum delivery in conjunction with the outcomes from the EHCP.	Termly 2026/27 Termly 2027/28 Termly 2028/29	SENDCO	Pupils with an EHCP are able to meet their short and long term targets in a supportive and inclusive learning environment.	
To further increase resources to meet the needs of pupils in school.	SENDCO/SBM to advise all staff of the budget for SEND resources. Regular auditing of resources in place. Budget allocated for unplanned spend.	Termly 2026/27 Termly 2027/28 Termly 2028/29	Head of School SENDCO SBM	Pupils to have the appropriate resources to develop their skills or to access the curriculum more easily.	
To plan and manage facilities for identified pupils with SEND.	To liaise with outside agencies e.g. Educational Psychology, Ladywood Outreach, behaviour support, school nurse regarding any necessary resources to support pupils with SEND.	Termly 2026/27 Termly 2027/28 Termly 2028/29	Head of School SENDCO	Pupils with SEND have access to facilities that meet their needs.	

To review the above in relation to new and reviewed government changes and legislation.	Head of school along with SENDCO and SLT to lead the whole school and liaise with the LA in relation to new and reviewed government changes and legislation. SENDCO to remain up to date will all SEND legislation, to attend any appropriate courses/ SENDCO conference yearly and keep all staff informed of any changes and updates.	Termly 2026/27 Termly 2027/28 Termly 2028/29	Head of School SENDCO	The staff team remain equipped and up to date with the latest developments so that pupils are always receiving the best education.	

Strand 2: To improve the physical environment of the school to ensure it is inclusive, safe and supportive.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Evaluation
SHORT TERM	Access key external agency support and provision in the event of pupils moving into school during the academic year.	Liaise with parents and outside agencies for new and existing pupils.	Termly 2026/27 Termly 2027/28 Termly 2028/29	Head of School SENDCO	All pupils' physical needs are fully met and reviewed regularly.	
	Review of pupil based risk assessments and PEEPs (Personal Emergency Evacuation Plans) re: school visits /trips, before and after school club.	School Risk Assessments reviewed and updated. Identified pupil to be clearly provided for with Risk Assessments. PEEPs produced by SBM as needed. Termly evacuation and invacuation practices. Termly fire register checks.	Termly 2026/27 Termly 2027/28 Termly 2028/29	Head of School SENDCO SBM	Clear safety procedures in place so that all pupils remain safe in school.	

	To identify and improve possible hazardous areas in and around school.	Daily/weekly/monthly checks to be carried out and documented by caretaker – countersigned by SBM. To be inspected annually by the Trust H&S Manager.	Ongoing	Head of School SBM Caretaker	All potentially hazardous areas in and around school identified and appropriate action taken, as much as possibly can be done, to protect pupils.	
	Ensure school displays and environments promote inclusion and belonging.	Audit displays, signage, library resources and visual materials to reflect the diversity of the school and wider community.	Termly 2026/27 Termly 2027/28 Termly 2028/29	SLT Class teachers	Pupils and families report that the school environment feels welcoming and inclusive.	

Strand 3: To improve access to information, promoting a culture of respect, inclusion and belonging.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Evaluation
SHORT TERM	To ensure all new and prospective parents are fully aware of different types of format re: information.	Following the transition timetable as outlined by the Local Authority so that pupil with SEND have an enhanced transition. Contact made with parents as soon as places have been confirmed via a letter. Welcome meeting booked in May which invites parents/carers to come and visit the school. Transition visits booked in June – including home and nursery where required. Dedicated area for new and prospective parents included on the website. Designated SEND area on the website which will include SEND information report, SEND policy,	Termly 2026/27 Termly 2027/28 Termly 2028/29	Head of School SENDCO Early Years Leaders SBM All staff	Parents/carers will be up to date with information required for their child to start school. Parents/carers will feel knowledgeable about the school and its systems.	

		Accessibility Plan and a wide range of other resources to support.				
	Improve accessibility of communication for families with EAL.	Provide translated communications where needed, promote website translation tools and use interpreters for key meetings.	Termly 2026/27 Termly 2027/28 Termly 2028/29	Head of School SENDCO SBM	Families report improved understanding of school information and processes.	
	To support parents of those pupil with an EHCP	Ensure that parents are supported in the application process. Ensure all agency reports reflect the child's needs. Support class teachers in the implementation of an EHCP. Organise suitable training e.g. SALT (ELKLAN) for those working with the child with an EHCP Recruit/provide experienced assistants to support the child to achieve their targets. Meet with parents regularly to offer guidance and support. Review the EHCP annually in conjunction with the Local Authority.	Termly 2026/27 Termly 2027/28 Termly 2028/29	SENDCO Class teachers Teaching Assistants Head of School	Parents of those pupil with SEND will feel supported and confident to ask questions about their child's education.	
	Promote clear reporting routes for discrimination.	Publicise procedures for reporting racist, discriminatory or prejudicial incidents to pupils, staff and families	Termly 2026/27 Termly 2027/28 Termly 2028/29	Head of School Class teachers	Pupils and families can confidently identify how concerns can be raised.	

MEDIUM TERM	To review pupil's records ensuring staff awareness of any SEND.	To review transition arrangements for pupil to include all records passed on to new teacher. To provide regular TLMs to support awareness of SEND and the processes in school. To ensure all records updated termly/annually and shared with parents: data collection sheets, healthcare plans, LSPs, medical forms, dietary requirements and PEEPs etc.	Termly 2026/27 Termly 2027/28 Termly 2028/29	Head of School SENDCO SBM	Effective communication of information about SEND throughout school.	