

# THE ABBEY CE VA PRIMARY SCHOOL

## Accessibility Plan – 2026 - 2029

At The Abbey School, our vision is at the heart of everything we do:

**“Together we learn, we care, we achieve – for ourselves, for each other, and for the community in which we live.”**

*“I have come that they may have life, and have it to the full.” (John 10:10)*

Guided by this vision, we are committed to providing an inclusive, nurturing and ambitious learning environment where every child is valued as a unique individual, and supported to flourish. We believe that all children have the right for equal access to educational opportunity and every member of our school community should feel valued and respected, and be treated fairly, consistently and with understanding regardless of their special educational needs, ethnicity, disability, gender, sexual orientation or religion.

This Accessibility Policy reflects our responsibilities under the Equality Act 2010 and our commitment to removing barriers to learning and participation. We strive to eliminate discrimination, promote equality of opportunity, and ensure that disabled pupils, staff, parents and visitors are not placed at a substantial disadvantage.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

We work in close partnership with families, governors, staff, the local authority and external agencies to identify and remove barriers and to ensure that reasonable adjustments are made wherever necessary. Through careful planning, regular review and a culture of compassion and high expectations, we aim to ensure that accessibility is embedded in all aspects of school life.

Our commitment to equality for those with disabilities will be demonstrated through:

- fostering respect for all groups and individuals, within the context of Human Rights
- promoting positive non-discriminatory behaviour
- ensuring appropriate support for isolated individuals with disabilities within the school
- ensuring high expectations of all
- ensuring representation of a wider range of diversity within our curriculum and school community
- encouraging links with the wider community

Aim	Objective	Actions to be taken	Timeframe	Outcome
<p><del>To enable all pupils, whatever their needs, to have access to the curriculum.</del></p> <p>To enable all pupils, whatever their needs, to have access to the full range of curricular and extra-curricular activities</p>	<p>There is a consistent approach to Quality First Teaching at The Abbey School.</p> <p>All staff working with children with SEND have a good understanding of their needs, their intended outcomes and the required provision needed to support them.</p> <p>Teachers and support staff working with children with SEND will receive appropriate training and advice.</p>	<p>Hertfordshire's 'Ordinarily Available Provision' to be shared with staff and added to the 'Provision at The Abbey' overview.</p> <p>Teachers to be supported to understand how to use strategies and reasonable adjustments outlined in the 'Ordinarily Available Provision' document to meet specific needs.</p> <p>Class overviews to be created giving an 'at-a-glance' overview of key information for each child.</p> <p>All key documents including Class overviews, Learning Passports, EHCPs, Provision Maps to be kept securely in class.</p> <p>Class Teachers to ensure all adults working in the class have access to these documents.</p> <p>Training needs of staff to be identified. SENCo to regularly signpost staff to relevant training</p> <p>Staff to be encouraged and supported to attend external training.</p>	<p>Hertfordshire's 'Ordinarily Available Provision' to be introduced and embedded by July 2026.</p> <p>Class overviews to be updated regularly and re-distributed.</p> <p>Key documents including Learning Passports, EHCPs and Provision Maps to be shared with all staff following reviews.</p> <p>Ongoing</p>	<p>All staff and SLT to have a good understanding of the contents of Hertfordshire's 'Ordinarily Available Provision' document.</p> <p>Provision is planned to meet the needs of all children.</p> <p>All staff will feel well informed about the children they work with.</p> <p>Effective provision and reasonable adjustments will be consistently in place for all pupils with SEND</p>

	To maximise the opportunities for outdoor learning.	<p>Forest School Sessions are held for every class on a weekly basis every other half term.</p> <p>Timetable for the outdoor canopy is created used to allow class teachers to utilise the space to support outdoor learning opportunities.</p> <p>Planned opportunities to utilise the outdoor space are incorporated into the school year i.e The Big Bird Watch, Mini Marathon, class planting etc.</p> <p>Staff are given opportunities to share good practice with regard to using the outdoor spaces e.g. the sensory trail, reading circle, canopy etc for the whole class and individual children.</p>	Ongoing	<p>Teachers and support staff will have reflected on their own CPD needs and will have proactively sought relevant training opportunities.</p> <p>Teachers and support staff will feel confident to provide effective provision for pupils with SEND specific to their needs.</p> <p>All pupils will have access to appropriate provision and resources to meet their specific needs.</p> <p>All children have the opportunity to regularly learn in the outdoor environment.</p> <p>Those children who need time outside of the classroom have an outdoor space to utilise.</p>
<b>Aim</b>	<b>Objective</b>	<b>Actions to be taken</b>	<b>Timeframe</b>	<b>Outcome</b>
To improve the physical environment of the school to ensure, wherever possible that accessibility is not a barrier to preventing pupils from attending school	<p>To develop a quiet outdoor space</p> <p>To create maintain calm classroom environments.</p>	<p>Pupil voice utilised to determine how the canopy can be best used as a quiet space during playtimes.</p> <p>Feedback from pupil voice to be used to create a resource box of activities for the canopy so that the space can be used as a quiet space during playtimes.</p> <p>All class teachers to consider 'neutral' spaces and displays in their classroom.</p> <p>All class teachers to consider potential distractions when planning classroom displays e.g.; overly busy displays</p> <p>All classes to have specific resource areas that are accessible for children but that are tidily stored away when not in use.</p>	<p>Summer term '26</p> <p>Ongoing</p>	<p>Children who find the playground environment too busy will have an alternative place to go at breaks.</p> <p>Children who need time away from the class to emotionally regulate can use a safe outdoor space</p> <p>Children with sensory needs will be supported to have some of their sensory needs met in class.</p> <p>All children will be more able to focus and be more engaged in their learning.</p>

	To understand the sensory needs of individual children.	Staff to complete sensory profiles when considering and planning for the sensory needs of individual children (with the support of the SENCo) Staff to identify adaptations that can be made to the classroom environment to meet children's sensory needs. Staff to identify adaptations that can be made to the daily timetable to meet children's sensory needs e.g.; movement breaks, opportunities for children to use the canopy or inside spaces rather than the playground at lunchtime	Ongoing	Children with sensory needs will be supported to have their sensory needs met in school.
--	---	---	---------	--

- ❖ Many facilities, including classrooms, playground and toilets can only be accessed by means of stairs and steps. Extensive modifications would have to be made to the building and access paths to provide accessibility to physically disabled pupils. The restrictions of the site and the financial implications may make such modifications impossible difficult to carry out.
- ❖ If a child with a physical disability applies to the school, access provision will be reviewed with regard to the specific needs of the child after taking advice from the LEA.
- ❖ The access plan will be reviewed every three years.
- ❖ The school brochure contains a statement on accessibility.