



**Rampton Primary School Accessibility Plan
2025-26**

Rampton Primary School Accessibility Plan 2025-2028

Introduction

This accessibility plan sets out how Rampton Primary School will improve access to education for pupils with disabilities and remove barriers to learning, in line with our duties under the Equality Act 2010.

Our commitment:

- We are committed to providing an inclusive environment where all pupils can thrive
- This plan forms part of our broader inclusion strategy and links directly to our SEND Information Report and SEND Policy
- We use the graduated approach (assess, plan, do, review) to ensure pupils receive appropriate support that meets their needs
- We work in partnership with pupils, parents, staff and external specialists to identify and remove barriers to learning

Legal basis: This plan meets our duties under the Equality Act 2010, specifically:

- Schedule 10: to increase access to the curriculum
- To improve the physical environment to enable pupils with disabilities to take better advantage of education and associated services
- To improve the delivery of information to pupils with disabilities

Links to other policies: This plan should be read alongside:

- SEND Information Report
- SEND Policy
- Equality Information and Objectives
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy

SHORT TERM TARGETS	STRATEGIES ENVIRONMENT	STRATEGIES ACCESS TO CURRICULUM	STRATEGIES INFORMATION	MONITORING AND REVIEW	OUTCOMES
1. Ensure teaching and learning methods and environment support children with speech impairment.	• Identify barriers and means of supporting them on Pupil Passport • Promotion of an ethos of acceptance, understanding, patience and support • Quiet spaces available for small group work • Visual timetables and communication aids displayed	• High-quality inclusive teaching as the foundation • Teaching Assistant support where appropriate • Teaching materials as advised by SENCO and Speech and Language Therapy Service • Super circuits implemented to support regulation of proprioceptor and vestibular systems • Staff trained in supporting communication needs as part of ongoing CPD • Reasonable adjustments identified and implemented in line with Equality Act 2010 and SEND Code of Practice	• Speech and Language Therapy Service, SSFS, parents consulted • Assessment of need using graduated approach • Medical Register maintained • Present at Springboard • Information shared with all staff working with the pupil	• SENCO monitors through graduated approach (assess, plan, do, review) • Progress reviewed termly through pupil progress meetings and SEND action plans • Impact of adjustments reviewed regularly	• Pupils make expected or better progress from their starting points • Progress confirmed by teacher observations and formal assessment/pupil progress meetings • Progress confirmed by outside agency reports • Pupils can communicate effectively in the classroom
Target 2: Ensure teaching and learning methods and environment support	• Identify barriers and means of supporting them on Pupil Passport • Quiet classroom	• High-quality inclusive teaching as the foundation • Teaching Assistant support where	• Liaison with School Nurse, Auditory Support Service, SSFS, parents • Assessment of need using graduated	• SENCO monitors through graduated approach (assess, plan, do, review) • Progress reviewed	• Pupils make expected or better progress from their starting points • Progress confirmed

children with hearing impairment	environment • Teacher faces child when speaking/child faces teacher • Front row seating • Clear enunciation • Acoustic considerations in classroom layout • Visual supports displayed	appropriate • Teaching materials as advised by Auditory Support Service • Visual aids and written instructions provided • Reasonable adjustments identified and implemented in line with Equality Act 2010 and SEND Code of Practice	approach • Medical Register maintained • Present at Springboard • All staff aware of pupil's needs	termly through pupil progress meetings and SEND action plans • Regular checks that equipment is working	by teacher observations and formal assessment by outside agency • Pupils can access all learning activities
Target 3: Ensure teaching and learning methods and environment support children with visual impairment including those remedied by glasses	• Identify barriers and means of supporting them on Pupil Passport • Making sure glasses are worn • Child sits facing board and close to board • Good lighting in classroom • Reduced glare on whiteboards • Clear pathways	• High-quality inclusive teaching as the foundation • Clear worksheets with appropriate font size • Worksheets adapted as necessary (e.g. enlarged text, high contrast) • Teaching Assistant support where appropriate • Advice as required from Sensory Support Service • Reasonable adjustments identified and implemented in line with Equality Act 2010 and SEND Code of Practice	• Liaison with School Nurse, SSFS, parents • Assessment of need using graduated approach • Medical Register maintained • Specialist advice sought when needed	• SENCO monitors through graduated approach (assess, plan, do, review) • Progress reviewed termly through pupil progress meetings and SEND action plans • Regular checks that glasses are available and worn	• Pupils make expected or better progress from their starting points • Progress confirmed by teacher observations and formal assessment by outside agency • Pupils can access all learning materials
Target 4: Ensure teaching and learning methods and	• Identify barriers and means of	• High-quality inclusive teaching as the	• Liaison with School Nurse, SSFS, parents	• SENCO monitors through graduated	• Children are able to access all activities

environment support children with impaired mobility (not wheelchair users)	supporting them on Pupil Passport • Personal Emergency Evacuation Plan (PEEP) written and shared • Unobstructed pathways • Floor clear of hazards • Awareness of other children • Furniture arranged to support access	foundation • Support in PE with appropriate adaptations • Teaching Assistant support where appropriate • Reasonable adjustments identified and implemented in line with Equality Act 2010 and SEND Code of Practice	• Physiotherapist consulted • Educational Psychologist if appropriate • Assessment of need using graduated approach • Medical Register maintained	approach (assess, plan, do, review) • Progress reviewed termly through pupil progress meetings and SEND action plans • PEEP reviewed termly	safely • Pupils make expected or better progress from their starting points
Target 5: Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users	• Identify barriers and means of supporting them on Pupil Passport • Personal Emergency Evacuation Plan (PEEP) written and shared • Unobstructed pathways • Floor clear of hazards • Awareness of other children • Support in PE • Ramps installed and maintained	• High-quality inclusive teaching as the foundation • Teaching Assistant support where appropriate • PE curriculum adapted to ensure full participation • Reasonable adjustments identified and implemented in line with Equality Act 2010 and SEND Code of Practice	• Liaison with School Nurse, SSFS, parents • Physiotherapist consulted • Occupational Therapist if appropriate • Educational Psychologist if appropriate • Assessment of need using graduated approach • Medical Register maintained	• SENCO monitors through graduated approach (assess, plan, do, review) • Progress reviewed termly through pupil progress meetings and SEND action plans • PEEP reviewed termly • Physical environment audited annually	• Children are able to access all areas of the school and all activities safely • Pupils make expected or better progress from their starting points

	• Doorways widened where necessary • Accessible toilet facilities				
6. Ensure teaching and learning methods and environment support children with a general asthmatic condition.	• Identify barriers and means of supporting them on Pupil Passport and medical folder • Accessibility of medication in classroom and for PE • Staff awareness of triggers • Good ventilation	• Awareness of allowing for condition in PE • Pupils able to self-manage where appropriate • Rest breaks provided when needed • Reasonable adjustments identified and implemented	• Liaison with parents • Medical Register maintained • Individual Healthcare Plan in place • All staff aware of emergency procedures	• SENCO monitors through graduated approach where appropriate • Healthcare plans reviewed annually or when needs change • Medication checked regularly	• Children are able to access all activities safely • Pupils make expected or better progress from their starting points
7. Ensure teaching and learning methods and environment support children with specific allergies.	• Identify barriers and means of supporting them on Pupil Passport and medical folder • Awareness of staff when planning activities in Art, D&T and science • Allergen-free zones where appropriate • Emergency medication accessible	• Avoidance of any materials, foodstuffs, or other hazards which may cause allergic reaction • Alternative materials provided • Reasonable adjustments identified and implemented	• Liaison with parents • Medical Register maintained • Individual Healthcare Plan in place • Training provided (e.g. EpiPen training) where appropriate • All staff aware of emergency procedures	• SENCO monitors through graduated approach where appropriate • Healthcare plans reviewed annually or when needs change • Emergency procedures practised	• Children are able to access all activities safely • Pupils make expected or better progress from their starting points
8. Ensure teaching and learning methods and environment support children with general learning difficulties.	• Identify barriers and means of supporting them on Pupil Passport • Displays to support	• High-quality inclusive teaching as the foundation - this is the most effective inclusion strategy and benefits	• Liaison with SSFS • Assessment results analysed • Register of need maintained	• SENCO monitors through graduated approach (assess, plan, do, review) • Progress reviewed	• Pupils make expected or better progress from their starting points • Progress confirmed

	learning • Visual timetables • Structured learning environment • Present at Springboard	pupils who find learning hardest • Teaching Assistant support where appropriate • Differentiated learning materials • Small steps approach • Multi-sensory teaching approaches • Regular opportunities to consolidate learning • Reasonable adjustments identified and implemented in line with Equality Act 2010 and SEND Code of Practice	• Parents kept informed of progress • Assessment of need using graduated approach	termly through pupil progress meetings and SEND action plans • Impact of interventions reviewed regularly • Review meetings held with parents	by teacher assessments and progress in achieving targets • Gaps in learning are identified quickly and addressed
9. Ensure teaching and learning methods and environment support children with specific learning difficulties.	• Identify barriers and means of supporting them on Pupil Passport • Individual learning support materials • Overlays, coloured paper where appropriate • Assistive technology available • Present at Springboard	• High-quality inclusive teaching as the foundation • Teaching Assistant support where appropriate • Differentiated learning materials matched to specific needs • Small steps approach • Multi-sensory teaching approaches • Over-learning opportunities • Reasonable	• Liaison with SSFS • Specialist assessment where appropriate • Assessment results analysed • Register of need maintained • Assessment of need using graduated approach	• SENCO monitors through graduated approach (assess, plan, do, review) • Progress reviewed termly through pupil progress meetings and SEND action plans • Impact of specific interventions reviewed regularly • Review meetings held with parents	• Pupils make expected or better progress from their starting points • Progress confirmed by teacher assessments and progress in achieving targets • Pupils develop strategies to support their learning

		adjustments identified and implemented in line with Equality Act 2010 and SEND Code of Practice			
10. Ensure teaching and learning methods and environment support children with general emotional and behavioural difficulties.	• Identify barriers and means of supporting them on Pupil Passport • Seating arrangements and layout of classroom to minimise conflict • Consider availability of stress balls and other regulation tools • Provision of safe time-out space • Paired teachers for support • Request involvement of BPBP (at any time) • Present at Springboard	• High-quality inclusive teaching as the foundation • Teaching Assistant support as appropriate • Support of Pastoral Children's Worker (if available) • Support of mentor • Differentiated curriculum • Clear routines and expectations • Positive behaviour support strategies • Reasonable adjustments identified and implemented	• Liaison with Educational Psychology Service/Behaviour Support • Liaison with parents • Register of need maintained • Assessment of need using graduated approach • Multi-agency meetings where appropriate	• SENCO monitors through graduated approach (assess, plan, do, review) • Progress reviewed termly through pupil progress meetings and SEND action plans • Behaviour patterns monitored • Review meetings held with parents	• Pupils make expected or better progress from their starting points • Progress confirmed by teacher assessments and progress in achieving targets • Pupils develop strategies to regulate their emotions and behaviour
11. Ensure teaching and learning methods and environment support children with specific behavioural difficulties.	• As Target 10 • Individual behaviour support plan in place • Risk assessment completed where appropriate	• As Target 10 • High-quality inclusive teaching as the foundation • Individual behaviour management plan • Specific strategies identified and	• Knowledge of specific strategies shared with all staff • Liaison with Educational Psychology Service/Behaviour Support • Liaison with CAMHS if	• SENCO monitors through graduated approach (assess, plan, do, review) • Progress reviewed termly through pupil progress meetings and SEND action	• Pupils make expected or better progress from their starting points • Progress confirmed by teacher assessments and progress in achieving

		consistently applied by all staff • Reasonable adjustments identified and implemented	involved • Liaison with parents • Register of need maintained • Liaison with Behaviour Partnership • Assessment of need using graduated approach	plans • Behaviour plan reviewed regularly • Multi-agency review meetings • Review meetings held with parents	targets • Reduction in incidents • Pupils develop strategies to manage their behaviour
MEDIUM TERM TARGETS	STRATEGIES ENVIRONMENT	STRATEGIES ACCESS TO CURRICULUM	STRATEGIES INFORMATION	MONITORING AND REVIEW	OUTCOMES
To review and address training needs of staff as appropriate to known and anticipated needs of children.	Implementation of strategies as appropriate when training has provided knowledge and awareness.	Implementation of strategies as appropriate when training has provided knowledge and awareness.	Knowledge of appropriate support agencies and how to access them.	Head Teacher/SENCO annual review of training needs through performance management. Immediate response if necessary. Training report to governors.	All staff feel confident to enable full access to children as needs arise.

LONG TERM TARGETS	STRATEGIES ENVIRONMENT	STRATEGIES ACCESS TO CURRICULUM	STRATEGIES INFORMATION	MONITORING AND REVIEW	OUTCOMES
Address access needs of children with mobility impairment.	Survey and estimated cost of building	Appropriate to assessed needs of child.	As advised by inclusion support services.	Governors as appropriate.	Facilities will be in place when needed.

	requirements to meet this need.				
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Headteacher’s signature _____

Chair of Governor’s signature _____

Date _____

This policy is made available for staff, parents and governors on request from the school office or on the school website.

Date for review: September 2026

Updated: October 2025

Reviewed by Staff: October 2025

Agreed by Governors: November 2025

New Review Date: September 2026