

Freegrounds Infant School Accessibility Action Plan

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve access in lessons through targeted resources	- Identify pupils who need tailored resources (e.g., visuals, sensory tools, adapted texts). - Provide appropriate resources and train staff on how to use them effectively.	Class teachers	Review use of resources after 6 weeks to ensure impact.	- Targeted resources are consistently available and used by all identified pupils in every relevant lesson. - Staff demonstrate increased confidence in selecting, integrating, and using targeted resources effectively within their planning. - Pupils show improved learning engagement, working more independently and achieving better outcomes as evidenced by work samples.
Ensure all curriculum adaptations are in place across classrooms.	- Audit current adaptations across all classrooms to identify any gaps in resources or practice. - Provide teachers with clear guidance (e.g., an adaptations checklist) outlining required adjustments such as visuals, scaffolds, adapted tasks and simplified instructions. - Ensure all identified pupils receive the adaptations they need, with resources distributed promptly. - Monitor implementation through learning walks, planning checks and observations to confirm adaptations are being used consistently. - Offer support or training to staff where adaptations are not yet embedded. - Review impact regularly, adjusting adaptations as needed to meet pupil needs effectively. - Adaptive and OAP training	Class teachers SENCO to oversee	Autumn 2 2025 Spring 2 2026	- Learning walks and routine observations confirm that agreed curriculum adaptations are applied consistently across all classrooms. - Teachers routinely use specific adaptations, such as visuals, scaffolded tasks, and adjusted instructions, to support pupil access. - Lesson planning explicitly reflects adaptations, showing clear adjustments that meet individual pupil needs.

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Update curriculum materials to include disability representation	- Review current schemes and replace or supplement units with examples that include people with disabilities. - Add disability positive books, images and stories to classroom libraries. - Share new materials with staff and incorporate them into planning.	Sue Dore Year Leads	Half termly	- Curriculum text maps and master schemes of work explicitly feature high-quality, age-appropriate disability representation across all year groups. - Teachers embed representation naturally within lessons, discussions, and classroom libraries, replacing any outdated materials. - Pupils demonstrate inclusive attitudes and an accurate understanding of disability, verified through pupil voice and classroom behaviour.

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Strengthen Progress Tracking for Pupils With a Disability	• Ensure pupils with a disability are clearly identified within the school's assessment and tracking systems. • Review their progress regularly (e.g., half-termly) to spot gaps early and respond promptly. • Use assessment information to inform teaching, ensuring staff adapt lessons or interventions when progress slows. • Hold focused discussions in pupil-progress meetings, highlighting strengths, needs and next steps for disabled pupils. • Monitor impact of interventions, adjusting or replacing them if they do not lead to improved outcomes. • Ensure leaders and teachers share information, so all staff working with the pupil understand progress, barriers and strategies.	Class teachers Senior Leaders	Every milestone	• Pupils with a disability are clearly flagged in assessment systems, with their progress reviewed half-termly to spot gaps early. • Pupil-progress meetings feature focused, documented discussions regarding strengths, barriers, and next steps for disabled pupils. • Data tracking leads directly to targeted, evidence-based adjustments to teaching and interventions, ensuring pupils make expected or improved progress.

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Improve Target Setting for Pupils With Additional Needs	- Review existing targets to ensure they are SMART, specific to each pupil's needs, and linked to their support plans. - Work with teachers and support staff to set clear, measurable next steps that are ambitious but achievable. - Share targets with parents and, where appropriate, pupils, ensuring everyone understands what the goals are and how they will be supported. - Monitor progress regularly (e.g., termly), updating targets based on pupil progress, assessment data and observations. - Use targets to inform planning and intervention, making sure teaching strategies and resources directly support the identified goals. - Provide staff support or training where target setting needs strengthening, ensuring consistency across the school.	Class teachers SENCO to oversee	Every milestone	100% of individual support plans feature personalised, high-quality SMART targets that reflect specific areas of need. - Targets are actively reviewed and updated termly based on fresh assessment data, observations, and teaching interventions. - Parents and pupils understand the set targets and support strategies, confirmed through documented review meeting feedback.

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Review curriculum for accessibility	- Audit the curriculum to identify barriers for pupils with SEND or disabilities (e.g., complex language, lack of visuals, inaccessible tasks). - Work with subject leaders to adjust content, teaching approaches and resources so each subject is accessible to all learners. - Ensure adaptations are built into planning, such as scaffolded tasks, vocabulary support and visual aids. - Gather staff feedback on what helps or hinders accessibility and use this to refine curriculum materials. - Monitor implementation through planning checks, book looks and learning walks to ensure adjustments are used consistently. - Review impact regularly, checking whether changes improve pupil access, engagement and progress.	Subject Leaders Class Teachers	Ongoing	- Curriculum audits successfully identify and record barriers to access for pupils with additional needs across all subjects. - Subject leaders make targeted adjustments to content, ensuring scaffolds, visual aids, and vocabulary support are built directly into planning. - Monitoring activities, including book looks and learning walks, confirm that accessible approaches are embedded uniformly across the curriculum.

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Improve the delivery of Information to Pupils With a disability	- Curriculum audits identify any barriers to access for pupils with additional needs, with clear actions recorded. - Subject leaders make targeted adjustments (e.g., visuals, scaffolds, simplified language) to improve accessibility across subjects. - Teachers report improved clarity on how to adapt curriculum content for diverse learners. - Monitoring (planning, books, observations) shows accessible approaches being used consistently. - Pupils with additional needs show improved access and engagement, indicating the curriculum is better matched to their needs. - Metacognition training	Class teachers Senior Leaders	Spring 2 2026	- Information is presented uniformly using accessible formats, such as visuals, symbols, and simplified language tailored to individual pupil needs. - Pupils demonstrate a clearer understanding of information through an improved ability to follow instructions and work independently. - Staff consistently apply adapted communication methods and metacognitive delivery strategies, verified through routine classroom observations.

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Improve and maintain access to the physical environment in an infant school	• Ensure safe, accessible movement by providing ramps, clear corridors, wide doorways and contrasting visual markers. • Make classrooms accessible with well-spaced furniture, adjustable seating, low-level storage and reduced sensory overload where needed. • Maintain accessible toilets and changing areas, including grab rails, hygiene facilities and child-friendly symbol signage. • Improve outdoor accessibility through safe pathways, inclusive play equipment and quiet/sensory-friendly spaces. • Enhance safety and wayfinding with simple signage, accessible evacuation plans and visual alarms if required. • Support sensory needs with appropriate lighting, reduced noise levels and access to sensory tools. • Review and maintain regularly, carrying out audits, repairs and seeking pupil/parent feedback. • Train staff to understand and remove barriers to physical access. • Provide personalised adjustments and specialist equipment based on individual pupil needs. •	• Site manager • Headteacher	• Ongoing	• Annual accessibility audits confirm that entrances, corridors, classrooms, toilets, and outdoor spaces remain fully accessible with zero major barriers. • Classroom layouts and outdoor play spaces are maintained to support easy movement, child-friendly navigation, and reduced sensory overload. • Regular estate maintenance is carried out promptly, with pupil and parent feedback showing high satisfaction with physical access.