



Approved by Governing Body: July 2026

Reviewed by Premises committee: June 2026 –

2024/2025 review in red

2025/2026 review in green

2026/2027 review in blue

St Andrew's C of E Primary School & Nursery, Much Hadham

Accessibility Plan

OBJECTIVES:

That all children have equal accessibility to our school curriculum

That the physical environment is accessible to all children and young people

That information is accessible to all children and young people



'Life in All Its Fullness – Come and See' John 10:10, 1:39



OBJECTIVE 1	That all children have equal accessibility to our school curriculum
What we do already:	• We have high expectations of all our children, with no 'glass ceilings'. We aim for every child to reach their full potential. • Our teachers and teaching assistants are well trained in a wide range of high incidence Special Educational Needs (SEN) • Classroom environments are adapted to the different learning styles of our pupils, such as low sensory displays or easy access to resources to develop independence. • Lessons are planned and delivered considering the needs of all learners, using a wide range of adaptive teaching techniques such as use of maths manipulatives. • Resources are chosen to be diverse and inclusive. • IT is used as an aide to support children to present their work in a variety of different ways. • A variety of paired/individual/group work offers the children opportunities to communicate with others and also develop independence. • The St Andrew's curriculum is broad and balanced, developing the children's knowledge, skills and vocabulary across a wide range of subjects and interests. • School visits and trips aim to be accessible to all and adaptations are made to support those with SEN or disabilities.

Targets	Actions to be taken	Time frame	Commentary on progress 2024-2025 (May 2025) 2025-2026 2026-2027
Further use of adaptive teaching strategies to support all learners	• Staff INSET to share good practice – teachers and teaching assistants. • Peer lesson monitoring to focus on use of adaptive teaching using the 'lesson study' professional development strategy. • All subject leaders to consider adaptive teaching strategies when focusing on their subject across our 2 year rolling programme. • Adaptive teaching strategies for each subject to be shared with governors at Curriculum Meetings as part of subject leader portfolios	September 2024 2024-2025 2024-2025 and 2025-2026	• Adaptive teaching techniques shared across a range of staff and Teaching Assistant (TA) meetings. • 5 TAs attended 5xNCETM maths training days across the academic year – supporting maths for SEND and WTS children. • More robust criteria put in place to support the assessment of reading, writing and maths. • Number of staff meetings to discuss high expectations for all pupils and how precision teaching might be used to help those pupils with gaps in their learning, identified above. • Further adaptive teaching techniques shared during staff and TA meetings, particularly for writing and maths. • Vulnerable 'focus' pupils recognised and formally assessed and discussed at Pupil Progress and Attainment meetings at least every half term.

			- Progress of focus children tracked carefully and tailored precision teaching opportunities delivered, mostly by class teachers. - Introduction of 'checkpoints' by teachers to support formative assessment of these children 'in the moment' of the lesson.
Further support adult and pupil mental health by developing strategies for resilience	- Whole year 'value' to be based on resilience. - Collective worship sessions throughout the year to focus on resilience. - Leaders to complete the Healthy Minds Award - School to use resources from the Child Outcomes Research Consortium (CORC) to help measure developments in pupil and adult resilience. - Review PSHE curriculum to ensure it meets the changing needs of cohorts - To continue to access support for individuals who might need a little extra support eg use of ELSAs.	2024-2025 By Jan 2025 2025-2026 2024-2025 Ongoing	- Resilience focus for the whole year across school, particularly in Spring 2025 – Grit, Don't Quit! Series of Collective Worship sessions included finding out about inspirational people who have overcome adversity and a visit from NED the yoyo expert! Big impact seen across school in children's language (eg use of 'yet') and actions when attempting a new task. - Leaders have currently completed 75% of the Healthy Minds award – on track to be finished by the end of the academic year. - PSHE review on hold– awaiting government review findings. - Individual and group ELSA sessions continue across school to support children with a wide range of SEMH issues. - Healthy Minds Award Completed with flying colours! - Pupils reminded of Protective Behaviours principles and NSPCC assemblies and workshops accessed by all. - Anti-Bullying and Internet Safety assemblies all held under the home/school value of Dignity. - PSHE curriculum reviewed in light of most up to date advice and guidance - Individual support provided in house through ELSA sessions and using outside agencies such as Safe Space Counselling and the Children's Wellbeing Practitioner Service.
Further training to meet the changing needs of our children and families	- Curriculum is under constant review in light of the changing needs of our children – individual pupils, groups and cohorts. - Staff undertake training to meet needs. This training might be in preparation of changing need or in reaction to a specific need.	2 year rolling programme for subject development. Ongoing training for all staff.	- Subjects with a particular focus this academic year – science, maths, reading and writing, French, Art and DT. - Ongoing training across a wide range of subjects and topics including Special Educational Needs and Disabilities, Health and Safety and support from the Primary Behaviour Support Team.

			Subjects with a particular focus this academic year – History, Geography, Music, Computing, Maths, Reading, Writing and PSHE.
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OBJECTIVE 2	That the physical environment is accessible to all staff, children and young people
What we do already:	- We try to ensure teaching and play spaces allow access for all - Wheelchairs can access most spaces, with support as we are on a very sloped site - Parking arrangements are reviewed regularly - Emergency and evacuation procedures are practiced regularly - Areas are well lit when necessary - Furniture and equipment is chosen to support the age and needs of those using it.

Targets	Actions to be taken	Time frame	Commentary on progress 2024-2025 2025-2026 2026-2027
To increase opportunities for communication, collaboration and creativity.	- Continue to develop play zones outside to offer a wide variety of choice and opportunity. - CPD for teachers about use of outside spaces to enhance learning opportunities. - Consider developing a forest school approach to learning.	2024-2025 2024-2025 2026-2027	- New play zones are in full use – new MUGA, new play huts and new sand pit. - Teachers use these areas and other outside spaces increasingly for outside learning. - New Key Stage 1 learning garden is used every afternoon, weather permitting. - Outdoor Learning Provision established for children in Key Stage 1, 2 x weekly in small groups.
To increase opportunities to support those with sensory needs	- Further consideration of those with sensory needs including the development of low sensory spaces as well as stimulating ones. Eg designated areas for sensory circuits - Further sensory opportunities within our EYFS garden eg a sensory path	2025-2026 2025-2026	- Gallery room set up as 'low sensory' room for quiet and restoration. - Consider further development of EYFS garden 2026-2027

OBJECTIVE 3	That information is accessible to all parents/carers, children and young people
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What we do already:	• Upon request to the school office, we try to adapt information that we share to ensure it is accessible to all • Wherever possible, we endeavour to use IT to share information so that it can be more easily accessible for those who might need adaptations		
Targets	Actions to be taken	Time frame	Commentary on progress 2024-2025 2025-2026 2026-2027
Better accessibility of signage and displays in classrooms and communal areas	• Use of widget to develop signage in classrooms and around the school including evacuation and emergency procedures. • Use of visual knowledge organisers and skills wheels to support cognitive loads and encourage retrieval across the curriculum.	2024-2026 2024-2025	• Increased use of widget and visuals to support all children, particularly those with SEND. • Knowledge organisers and skills wheels used across the school with good effect. Pupil voice is very positive about how they support memory and clarity of expectations. • Widget introduced to all staff through staff and TA meetings.
Further use of IT	• CPD for all staff on how to further support pupils with SEND using IT and AI to access and present their learning in a variety of ways. • Consider further use of IT when sharing information with parents and carers eg use of Sway for the weekly newsletter	2025-2026 2026-2027	• AI training for all teachers resulting in new AI policy. • Policy states that AI is to be used as a teaching tool only – not for children to use.