

## Accessibility Plan 2025 – 2026

### Barlows Primary School

#### **Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Barlows Primary School has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND on our school website.

*The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.*

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
<b>Staff training</b>						
Continuing to develop staff	One Page Profiles and	Adaptive teaching is evident in lessons and	To review the attainment of SEND	Staff are able to track small steps of progress	Staff are trained by specialist agencies	SEND pupils continue to be

are fully aware of the needs of all the pupils who have SEN Support and EHCP support and their provision. Use of new software to support with 'SMART' targets TES Edukey.	Individual Education Plans (IEPS) have appropriate 'SMART' targets and provision. Transition meetings are effective.	supports SEND pupils needs to help them make progress.  Targets are 'SMART' and relevant to the child's primary and secondary need.	pupils through whole school tracking systems and continue tailor adaptations learning and provision. Pupil Progress meetings identify pupils with SEND. Pupil Progress Meetings reviews provision.	effectively and IEPS to reflect the needs of pupils made on the progress made.	to better identify needs and use a range of strategies.	quickly identified to begin to the graduated approach for support.
SENDCO continues to keep up to date with latest national guidance and statutory guidance.	To attend the school's consortia and local network – North Liverpool Learning Network – meetings termly for support and training.	SENDCO will be aware of city and national developments, such as referrals, agencies and being able to seek advice. SENDCO to lead NLLN group to ensure resources and strategies are shared.	SENDCO to complete the National SENDCO Award. SENDCO to complete by October 2026.	School continues to have compliance for National Award and SENDCO to be quality assured.	SENDCO ensuring school is implementing new national guidelines to be compliant with inclusion requirements for OFSTED and developing school systems with new proposed SEND Support Plans.	Barlows Primary School will continue to be compliant with SEND.
<b>School - Curriculum</b>						
Staff training on digital marking and pupil accessing learning adapted to their needs.	Training for staff on 'Showbie' and supporting pupils to access the platform.	Pupils have access to models and images on iPads to support with learning and knowing next steps. Pupils access feedback quickly and able to improve outcomes.	Staff to add videos and step by step instructions for bespoke adaptive learning for individual SEND pupils.	SEND pupils are able to become more independent to make even better progress and use an iPad.	Continue to audit resources being used and improve/purchase quality resources and specialised programmes to continue to meet the needs of the pupils. Staff continually to be trained on new interventions.	Access to the curriculum continues to be improved and updated with good quality resources, interventions and adaptations.
Staff training on whole school approach to	Staff attend training on how to introduce	Pupils begin to become more confident speakers and listeners.	To monitor the effectiveness and impact of oracy on SEND pupils.	SEND pupils wellbeing, spoken language continues to develop to improve academic		

oracy with Voice 21 project.	more oracy within the curriculum to the benefit of all pupils.	Pupils begin to deepen their subject knowledge and understanding. Improve academic outcomes to build confidence and wellbeing.		outcomes and improve emotional regulation.		
To improve children's emotional regulation and well-being. To improve children's resilience, relationships and positive engagement in the classroom.	Staff to attend training on how to use the Zones of Regulation Digital Curriculum. Staff to be able to navigate the website and use of resources to support pupils.	Shared common emotional language and self-awareness for all staff and pupils. Pupils building self-regulation skills, and foster social and emotional awareness. Pupils feel seen, safe and supported.	To review and build a progressive digital Zones of Regulation curriculum across the whole school. To implement weekly lessons for pupils to support with their positive behaviour. Whole school learning environment reflects the Zones of Regulation.	Promotes accessibility and inclusion as adaptations are implemented in lessons as content supports diverse learners. Behaviour management becomes supporting regulation and well-being	To organise workshops with parents and carers to support pupils at home with tools that support emotional regulation.	Pupils have: Improved self-regulation. Improved positive social behaviour. Reduced emotional distress. Improved academic performance.
<b>School – Physical Environment</b>						
Staff are trained on how to support pupils with good quality resources to ensure the environment meets the needs of pupils.	To continue to maintain the physical environment of the school in order to maintain accessibility. Staff to ensure that classrooms are organised, labelled.	Needs of new SEND pupils are identified and reasonable adjustments are made. Environment is suitable for meeting the needs of pupils where possible. Risk assessments are completed.	Staff continue to develop the use of visuals – for whole class and individual pupils. Staff are able to provide workstations, appropriate fidget toys, writing slopes, sensory diet to individuals. Staff are to ensure that the resources are 'fit for purpose' and implemented daily.	Pupils needs continually to be carefully thought through and classrooms adapted accordingly, using voice of child and agency recommendations.	Continue to seek opportunities to look for funding to develop the outside environment for SEND pupils – specialist equipment for proprioception and vestibular activities.	Continue to support the emotional wellbeing and regulation of pupils to improve outcomes for pupils. Continue to work with outside agencies such as Occupational Health.
Training of staff to support with Nurture Base in school.	Staff training on Early SEND advocacy course to ensure	Nurture Base is established and benefit pupils with social and emotional needs on SEN	Further developing an intervention base and sensory circuit facility. Children are using the digital Zones of	Pupils have regular interventions form Nurture Base to support their EHCP		

	knowledge and understanding is up to date. Nurture Base staff support wider school with resources and interventions.	and EHCP support, where possible. Bespoke curriculums are established and smoother transitions into classrooms. Risk assessments are completed. Nurture Base staff work with outside agencies such as Speech and Language.	Regulation Curriculum to support with self-regulation.	and IEP provision to improve outcomes. Interventions are tracked.		
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**School – Delivery of Information.**

All new staff receive training on Barlows Primary School curriculum and use of Apple technology to support all pupils in the curriculum. Whole school community have access to information.	Pupils are able to access the curriculum information through their iPads – use of the programme ‘Curriculum Visions’ using videos to support, overlays provided to children to support with visual stress for specific pupils – iPads adjusted if needed EAL pupils new to school are assessed for level of understanding SLT attend training for	Pupils are able to access the information to continue their learning and make progress. EAL pupils work are emerged into the classroom. Teachers use visual dual language to support pupils understanding of vocabulary and text.	SLT disseminate training on assessment tools for EAL learners.	Pupils have access to reading books that they enjoy and make progress in their reading ability.	To continue to develop needs of pupils and parents, identifying any specialised support they may need. Continue to check that signage is clear and bring to the attention of the HT.	The needs of the pupils continue to be met and early identification can support with the development of any new changes.
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	assessing EAL learners.					
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*This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.*