

Accessibility Plan: Revised Targets (2025-2028)

Castle Primary School

Introduction

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of auxiliary aid or adjustments to premises.

This table includes new objectives aligned to SIP priorities, with measurable actions and references to educational research.

1. Increase access to the curriculum for pupils with a disability					
Objective	Current Position	Strategy	Outcome	Timescale	Success Criteria
Embed OAIP strategies consistently across classrooms to	OAIP principles introduced but not fully embedded; variation in	Deliver termly CPD on OAIP scaffolds linked to 'The Castle Way.' Phase leaders to monitor OAIP	100% of classrooms show evidence of OAIP strategies in planning and delivery. SEND pupils demonstrate progress in	CPD Autumn, Spring, Summer; monitoring half-termly.	OAIP strategies observed in all classrooms; staff articulate impact confidently. Research: DfE's Inclusive Teaching Framework and Rosenshine's

support SEND and disadvantaged pupils (SIP Priority 5 & 2) TP	adaptive teaching.	implementation during learning walks. SENDCo to provide coaching for staff needing additional support.	core subjects (10%+ from starting points).		Principles highlight scaffolding and modelling as key to closing gaps.
Improve access to writing curriculum for pupils with SEND and EAL (SIP Priority 4 & 5) TP & RWi	Writing attainment is low; SEND/EAL pupils face barriers.	Provide adapted BookWrites resources (visual scaffolds, sentence starters). Introduce bilingual support tools (e.g., translate app) for EAL pupils. TA-led small group writing interventions tracked via Provision Map.	SEND/EAL pupils show measurable improvement in writing stamina and accuracy. At least 80% of targeted pupils meet intervention progress milestones.	Autumn term adaptation; interventions ongoing.	Book scrutiny evidences improved access and progress for SEND/EAL pupils. Research: EEF's Improving Literacy in KS2 recommends sentence-level scaffolds and oral rehearsal for EAL learners.
Prioritise speech and language and phonics interventions for pupils with identified needs (SIP	SALT wait times are long; phonics strong in EYFS/KS1 but gaps persist in KS2.	Continue EYFS Language Link screening; introduce targeted speech groups across KS1/KS2. Embed phonics catch-up for KS2 pupils using RWI	Pupils with SALT needs show measurable progress in expressive/receptive language. KS2 pupils below phonics threshold improve decoding and fluency.	Autumn term launch; review termly.	SALT and phonics interventions show progress in 80%+ of tracked pupils. Research: EEF's Oral Language Interventions and Phonics Guidance Report confirm strong impact on attainment when delivered systematically.

Priority 4 & 5) AG		and precision teaching. Track impact via Provision Map and termly reviews.			
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2. Improve and maintain access to the physical environment

Objective	Current position	Strategy	Outcome	Timescale	Success Criteria
Ensure sensory-friendly space for KS2 pupils with SEMH and ASC needs (SIP Priority 5) AG	School environment accessible but lacks designated sensory areas for older pupils.	Repurpose one existing KS2 space as a sensory-friendly room with calming resources. Audit KS2 classrooms for sensory overload risks and provide simple mitigations (e.g., visual clutter reduction, noise-cancelling headphones).	KS2 pupils with SEMH/ASC needs access sensory space daily as needed. Reduction in behavior incidents linked to sensory overload by 20%.	Room ready for Autmn term 2026; audit completed by end of Spring term with a view to developing space in Summer term.	Sensory space in use; monitoring shows positive impact on engagement and regulation. Research: EEF's Social and Emotional Learning guidance and CASEL framework stress safe spaces for emotional regulation.

3. Improve the delivery of information to pupils with a disability

Objective	Current position	Strategy	Outcome	Timescale	Success Criteria
To ensure staff adapt the delivery of information through the	There is variation across the school with the use of resources to	Develop whole school approach to supporting pupils with communication needs which includes	Through the use of consistent delivery, pupils understand tasks and expectations throughout the school	Autumn term adaptations and reviewed over the year.	Research: EEF research strongly supports the idea that children benefit from a range of communication methods

use of a range of communication methods and resources tailored to meet their individual needs. (SIP Priority 5) AG & TP	support pupils with communication needs.	a consistent use of inclusive classroom resources e.g. now/next, 'working towards', widgit	day.		tailored to their individual needs. The Education Endowment Foundation (EEF) highlights that communication and language approaches can add, on average, up to 7 months of additional progress for young children, especially when strategies are adapted to suit diverse needs.
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