

Yorke Mead Primary School



Accessibility Plan

Date: October 2025

Last annual review and ratification: October 2024

This document forms part of the Yorke Mead Primary School's Equality Scheme

Yorke Mead Primary School Accessibility Plan

As an inclusive school, we respect and value the diversity of the community we serve.

We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances.

We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff.

We are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society. We recognise that not all disabilities are visible.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and regularly review the impact of our school policies and practice on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to equality for those with disabilities will be demonstrated through:

- fostering respect for all groups and individuals, within the context of Human Rights
- promoting positive non-discriminatory behaviour
- ensuring appropriate support for isolated individuals with disabilities within the school
- ensuring high expectations of all
- ensuring representation of a wider range of diversity within our curriculum and school community
- encouraging links with the wider community

Targets	Strategies	Outcome	Time frame	Goals Achieved
Availability of written material in alternative formats	School aware of the services available through the LA for converting written information into alternative formats. Translation/Braille services available through external companies e.g. Language Empire Ltd	School can provide written information in alternative formats if needed	In place	Delivery of information to disabled pupils/parents improved
Pupils with visual impairments have access to the curriculum	Pupils placed near front of class Larger type used Coloured paper used where appropriate Use of ICT (large icons on desktop etc.) Information provided orally Powerpoints and presentations printed off for the children to have in front of them. External professionals support e.g. VI advice and reports and advice followed. Classroom adaptations to be made if necessary e.g. use of brightly coloured tape on steps or to alert children to uneven ground on playground.	Classrooms are accessible to visually impaired children	In place	Improved access to curriculum and learning opportunities for pupils.
Pupils with hearing impairments have access to the curriculum	Soundfield systems installed in all classrooms Pupils placed near front of class Pupils spoken to directly Speech reinforced using facial expressions, signs or gestures Speech reinforced with visual back-up print, pictures, concrete materials Repeat other pupils' answers Rephrase or repeat words and phrases Use of microphones or personal amplification systems External professionals support e.g. HI advice and reports and advice followed. Staff working with the child to attend courses e.g. supporting deaf pupils in school. We have one member of staff who is Makaton trained, to use his expertise and roll out Makaton signs in EYFS and for children who have hearing impairments.	Classrooms are accessible to hearing impaired children.	In place	Improved access to curriculum and learning opportunities for pupils.

<p>Pupils with speech and language difficulties have access to the curriculum</p>	<p>Referral to external expertise if required ELKLAN trained TAs implement S&L programmes across the school. Pupils given time to process language and respond Ensure face to face and direct eye contact Use simple and familiar language and short concise sentences Avoid ambiguous vocabulary Reinforce speech with facial expression, gesture and sign Reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials Emphasize key words, reinforcing visually Avoid closed questions and encourage pupils to speak in sentences P4C sessions to encourage talk and communication. Develop language through drama & role play Use of pre-teach intervention Soundfield systems installed in classrooms Y1 onwards. A range of additional interventions e.g. vocabulary box, ready steady go games, Attention Autism: Bucket Time</p>	<p>Classrooms are accessible to children with speech and language difficulties</p>	<p>In place</p>	<p>Improved access to curriculum and learning opportunities for pupils.</p>
<p>Pupils with physical disabilities have access to the premises and curriculum</p>	<p>Wheelchair access to Main and new buildings Height adjustable changing table Separate Disabled toilet in Main and New buildings Disabled access to Nursery toilet New building fully compliant with DDA requirements Food Technology area compliant with DDA requirements Specialist equipment e.g. specific chairs.</p>	<p>Facilities/Resources accessible to children with physical disabilities</p>	<p>In place</p>	<p>Improved access to curriculum and learning opportunities for pupils.</p>
<p>Pupils with disabilities are fully involved at playtimes</p>	<p>1:1 support if required Outdoor play equipment fully inclusive or adapted when required. Adults are made aware of children with SEND and they are kept in mind when playing outside. Children are offered time in quiet time to allow for more successful lunchtimes.</p>	<p>1:1 support Provision adapted</p>	<p>In place</p>	<p>All pupils included in all aspects of school life</p>

Teachers and teaching assistants have the necessary training to teach and support pupils with disabilities	Appropriate training given to staff as required. Use of outside agencies, specialist centers and support groups Barriers and solutions document shared with staff. Light bites sessions established to support training of children with SEND. Staff meetings booked in to develop staff in supporting children with SEND in class e.g. Dyslexia training.	Staff trained and supported	In place	Curriculum accessible to all pupils
Children are fully integrated within the classroom	Teaching assistants are used to support individual children if required. Classrooms are designed to enable all children to access equipment and resources.	Needs of all children are fully met	In place	Curriculum accessible to all pupils
All children to access remote learning in the case of school closure	The school will support the individual needs of children in accessing remote education. Distribution of laptops/mobile data allowance schemes via the DfE and HCC to families who do not have access to devices or fixed broadband at home.	Children are able to engage with remote education	In place	Remote learning accessible to all pupils
All members of the community have equal opportunities to access the School premises and relevant information	School premises are inspected and reviewed to ensure accessibility for all School provides information in range of alternative formats when necessary	Needs of all members of the school community are fully met	In place	Physical accessibility of school increased and delivery of information is available to all
Stakeholder consultation	PEER group created and established. Meetings held at least once a term; minutes shared. Feedback evaluated and acted upon	Needs of all members of the school community are fully heard and met	In place	Improved accessibility for all
Support children with specific learning difficulties e.g. dyslexia access the curriculum with more independence	Investigate alternative resources e.g. Dictation tool Investigate AI and technology and how this can promote SPLD. Class workbooks with yellow paper. Specific dictionaries to help those with dyslexia. Additional resources e.g. spell checker cards, making spellings memorable, b/d/p visual prompts, reading rulers. Staff training opportunities throughout the year, 'best practise' shared amongst staff.	Children are able to demonstrate their knowledge with more independence	In place	Improved access to curriculum and learning opportunities for pupils.

Children with special educational needs have access to apps and ipads when needed following external advice	School to invest in ipads and apps to support children with special educational needs. Subscription to Widgit this year.	Children make progress according to external agencies advice	In place	Improved access to curriculum and learning opportunities for pupils.
Support families with English as an additional language.	For new EAL pupils to have a baseline assessment. Teachers to have access to generic and specific EAL resources which can be used to support children including word banks, wall displays to use where appropriate. Google translate used for additional support. Race to English package brought to support EAL learners.	EAL Children are assessed at point of entry where appropriate. Children have access to resources which support learning.	In place	Families with English as an additional language are supported.
To ensure all soundfield systems are effectively working	Business manager to investigate and provide working sound field systems. Soundfield systems to be regularly monitored and checked are working effectively. Y2 upwards to use Soundfield system for all teaching.	All children, especially those with hearing difficulties, can hear the teacher wherever they are in the classroom	In place	All children can hear throughout the classroom.
Updated books within school	To continue to purchase a range of books to represent Neurodivergent children and those with disabilities.	All children feel represented	In place	Sufficient range of books to represent all children

Action Plan 2023-2024

All out of school activities and after school clubs are planned to ensure reasonable adjustments. are made to enable the participation of the whole range of pupils	SENDCo to ensure children with any additional need access after school clubs. Support is planned for where needed.	Risk assessments will be undertaken where needed. Additional adult support where needed. Adaptation to equipment	In Place	All children have fair access and encouragement to clubs
Children with disabilities are not over stimulated by the internal decoration of the school	Audits and questionnaires carried out with the children. Staff meetings/ continual dialogue regarding cognitive overload	Displays adapted as necessary.	In Place	Children are not over stimulated within school

Action Plan 2024-2025

All classroom interactive boards to be updated or repurchased to ensure that all children can access the learning	Business manager to audit classroom boards to identify those that need replacing.	School have working visual and interactive boards	July 2025	Children will be able to access interactive whiteboards
Children that struggle with their fine motor to have access to student laptops	Children to be identified that would benefit. Business manager to allocate laptops to students.	Children will have access to student laptops	Throughout this academic year	Children will be able to demonstrate their learning through laptops.

Action Plan 2025-2026

Targets	Strategies	Outcome	Time frame	Goals Achieved
To implement Widgit across the school to support children with SEND needs in accessing the curriculum, language and achieving their potential.	SENDCo to deliver Widgit training to staff. Teachers to provide feedback on Widgit. Best practise shared across the school to support the development of Widgit.	Children to have access to Widit resources.	Throughout this academic year.	Children to have fair access and learning is scaffolded to meet their needs.
To investigate AI and technology and how this can support children within their learning in a safe and efficient way.	Deputy Head (FE) to create a working party to work on introducing an AI policy. FE and working party to work on how AI can be implemented to aid planning and teacher workload.	Children to have access to more efficient resources and learning styles	Throughout this academic year.	Children and staff to work with efficient AI to support learning.