



North Hinksey CE Primary School and The Sett & Hive Nursery Accessibility Plan January 2026

Following guidelines set out in The SEND Code of Practice 2015.

Targets	Action/ Strategy	Lead	Timescale	Success Criteria	Impact
1. Increasing Participation in the Curriculum by reducing and removing barriers.					
Effective and supportive communication with parents and families.	Termly parent evening meetings. Termly Outcomes review meetings with SENCo. Targeted invites to Family Links Support Parenting groups.	SLT	In place and ongoing.	Parents and carers feel supported and heard. They will engage with their child's learning and will be fully informed about their child's progress.	Parental engagement remains high, with the vast majority attending scheduled SEN and annual reviews. To further improve communication—a key school priority—a single-agenda Parent Forum is scheduled for the Autumn



					term to review communication channels.
Improve access to written information for visitors, parents and pupils with extra need.	Create and offer information in alternative formats. Parents are supported to download and access assistive technology apps that will scan and read documents aloud for them. Families can make appointments with named staff who will support them to access and respond to correspondence	JW	Ongoing	Accessible resources are available.	Staff actively supports families facing communication barriers by facilitating access to information and assistive technology where required. To ensure continued inclusivity, the school provides tailored formats such as paper copies instead of digital and remains committed to



					adapting information to meet ongoing family needs.
Ensure that reasonable adjustments are made for parents, staff and visitors with a disability or medical condition or other access needs that can support pupil progress and access the school environment.	Adopt a proactive approach to identify access requirements and extra needs of visiting adults to make reasonable adjustments.	AB	In place and ongoing	Evidence that consideration has been given to reasonable adjustments and the site is fully accessible.	Visitor accessibility is supported through tailored adjustments, including assistive digital hearing technology. During the current building works, dynamic risk assessments ensure both individual access and collective safety.
To establish and maintain professional relationships with outside agencies	To ensure that communication is prompt and meaningful and that	SLT	Ongoing.	Collaborative working relationships are maintained through regular meetings, risk	Strong partnerships with external agencies ensure



that support pupils with additional needs.	advice is sought in a timely manner and used where appropriate.			assessment reviews, action planning and reports.	that children with additional needs receive timely advice and support. Regular caseload review meetings are conducted to monitor provision and guarantee that each child's needs are effectively met.
Appropriate use of specialised resources and equipment for the benefit of pupils and staff.	Sloping boards for pupils with fatigue or physical difficulties. Coloured overlays to support pupils with visual difficulty or dyslexia. Grips to support grip difficulties.	SLT	In place and ongoing.	Increased access to the curriculum through the removal of barriers. Needs of learners met.	Individualised plans outline a wide range of specialised resources and equipment designed to overcome learning barriers and ensure equitable access to a broad and balanced



	Use of wobble boards Workstations. Tri-folding screens Individual Visual timetables. Individual 5-point scales. Sensory Aids. Sensory Circuits IPads/Chrome books to support literacy interventions.				curriculum. This includes targeted support for children with SEMH needs to manage and regulate their emotions, facilitating academic progress. To maintain this equity, the school remains proactive in sourcing adaptive resources that evolve alongside our pupils; changing needs.
Adaptations to the curriculum to meet the needs of individual learners.	Timetable adaptations. Individual physiotherapy/OT programmes.	AB	In place and ongoing through scheduled visits from external specialists.	Affective reasonable adjustments to Timetable Needs of all learners met	Appropriate access arrangements successfully enabled all eligible children to participate in



	Speech and language therapy programmes. Use access arrangements for assessment/National tests. Nurture provision to support children with identified needs			and positive outcomes achieved. .	this year's SATs and the majority of children to undertake the Multiplication Tables Check (MTC), allowing them to accurately demonstrate their skills and knowledge. Furthermore, targeted curriculum adaptations ensure children explicitly practice the prerequisite skills necessary for social communication, emotional regulation, physical mobility, and academic
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					progress, enabling rapid progress from individual starting points.
Effective use of staff to increase access to the curriculum for pupils with identified needs.	Strategic deployment of support staff and inclusion team.	HFB/AB	In place and ongoing.	Positive impact on pupil progress. Barriers to learning are overcome through the use of named interventions.	Staff deployment is strategically tailored to children's individual needs and staff expertise. We proactively adjust staffing to ensure equitable provision, allowing children to maximize their progress from their respective starting points.
Training for staff on	First Aid training. Epipen training.	SLT	In place and ongoing	Barriers to learning are	To ensure a highly skilled



overcoming barriers to increase access to the curriculum.	Training from advisory teachers (Communication and Interactions, SALT, SENSS advisory team) School policy awareness training. Online CPD access. Ongoing guidance from external specialists. Team Teach training Support from Early Excellence Anna Freud Programme			overcome and increased access to the curriculum.	workforce and an inclusive environment, staff have undertaken specialized training, including Team Teach, SENSS advisory sessions, and the 'May I Join You?' approach. Classroom accessibility in Reception and Year 1 has also been enhanced through a strategic design partnership with Early Excellence. Compliance remains robust: First Aid
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					certifications are near-universal with future sessions booked, and a train-the-trainer model with SFW will soon deliver updated EpiPen training in line with national guidelines, ensuring that all children have equitable access to the curriculum,
To liaise with pre-school providers to prepare for the new intake of children into the Foundation each Year.	To identify pupils who may need adapted or additional provision. To identify pupils who may need	SC/RV SC/JW	May – June Annually In place and ongoing.	Adaptations and provision ready for when children with extra need start school.	For mid-year transitions, we utilise a robust information sharing system to ensure children



To liaise with other schools to prepare for the intake of children who make in year transfers.	adapted or additional provision.				are identified and supported at the earliest opportunity. Furthermore, our experienced Early Years team closely manages transitions from external preschool providers, ensuring we fully understand and meet each child's needs for a smooth, confident start to their school journey.
To review policies to ensure that they reflect inclusive practice and	To meet the expectations set down	AB	Ongoing	Ongoing Policies will reflect inclusive policies and procedures.	Our policies strictly adhere to relevant procedures. statutory legislation and



procedure.	in the Equality Act 2010 and The SEND Code of Practice 2015				embody inclusive Practices. This alignment is reinforced and heavily supported by robust, trust-wide policies, ensuring equitable access for all children.
To support pupils with a disability, medical condition or access needs, to access the wider curriculum including trips, residential visits and extra-curricular provision.	Personalised individual risk assessments. Individual Health Care Plans (IHCP) for children with medical needs. Identify outstanding training needs and engage external support to deliver training. Ensure that actions for emergency	AB/HFB	In place and ongoing	Evidence that reasonable adjustments to overcome barriers have been considered and implemented.	Robust systems—including individual risk assessments, healthcare plans, and emergency evacuation procedures ensure staff confidently meet diverse pupil needs. These structures



	procedures are shared with all staff. Deploy additional staff where necessary.				successfully overcome barriers to a broad and balanced curriculum, including educational visits. Consequently, trips and residential see high uptake, with children who have significant medical needs and SEND successfully participating alongside their peers
2. Access to the physical environment					
Improve the physical school environment.	The school will hold in mind pupils with physical difficulties and	HFB	Ongoing	Evidence that appropriate considerations have been	Following significant refurbishment, the school



	sensory impairments when undertaking and planning future improvement and refurbishment of the school site.			made to meet the needs outlined in the action plan.	now features an adequate number of appropriate sized, fully functioning toilets. The Reception and Year 1 classrooms, designed in partnership with Early Excellence, ensure equitable access, while the new heating system enhances safety and reclaims valuable floor space. As building works progress, risk assessments are continuously updated. Furthermore, the
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					completion of the Multi-Use Games Area (MUGA) will guarantee outdoor access during inclement weather throughout the next phase of construction.
Ensure that reasonable adjustments are made for pupils and staff with a disability, medical condition or other access need.	Personalised risk assessments. Individual access plans. Work collaboratively with external agencies to achieve best outcomes. Ensure that emergency procedures are shared with all staff.	AB/HFB	In place and ongoing	Evidence of reasonable adjustments. Safe evacuation during drills and emergencies.	Visitor accessibility is supported through tailored adjustments. During the current building works, dynamic risk assessments ensure both individual access and collective safety.



	Environments are clear and clutter free.				
Provision of wheelchair accessible toilets	Maintain wheelchair accessible toilets, replace flooring	HFB	In place and ongoing	Facilities are wheelchair accessible.	While an accessible toilet remains fully operational on-site, it requires further cosmetic refurbishment to match the standard of the broader school upgrades
School and reception are wheelchair accessible.	Develop designated disabled parking.	HFB	In place and ongoing.	Physical accessibility to school is increased.	The school reception is currently fully accessible via a ramp. As part of our ongoing Phase 3 buildingworks, the car park



					refurbishment will include the installation of designated disabled parking bay to further enhance site accessibility.
Improvement to help the visually impaired.	Ensure that external steps highlighted in bright or non-slip paint.	PS/LC	Action required		While external areas remain temporarily restricted due to building works, their remediation will be prioritised during the handover phase. Concurrently, the restoration of faded step highlights has been identified as a maintenance



					priority to ensure continued site safety.
Improvements to help the hearing impaired.	Install loop equipment when necessary	HFB	Future plan when need presents.	Remove barriers by enhancing existing hearing	There is currently no operational requirement for hearing loop equipment on site. Future procurement and installation plans will be established should a specific need arise.
Maintain safe access around the exterior of the school.	Paths will be kept clear of debris and vegetation.	PS/LC	Ongoing	Access is clear.	The Site Manager collaborates closely with the Senior Leadership Team (SLT) and external providers to maintain safe



					access across the school grounds. This ongoing work includes keeping paths clear of overgrown plants and vegetation, particularly during inclement winter weather to ensure safety and access.
Maintain safe access around the school interior.	Staff to be aware of maintaining furniture and layout when planning for disabled pupils.	JW/SC	In place and ongoing.	Adults and pupils with disabilities can move safely around the school.	Staff remain highly attentive to individual student needs, ensuring all children safely access their learning environments. This inclusive approach



					empowers pupils to overcome barriers and make consistent progress from their respective starting points.
3. Ensuring inclusion in the school community					
Availability of written material or information to be delivered in different formats.	Ensure that information for parents is available and accessible. To ensure that translation is available for families with EAL need	SLT	In place and ongoing.	Information is accessible to all	To ensure continued inclusivity, the school provides tailored formats such as paper copies instead of digital and remains committed to adapting information to meet ongoing family needs.
Ensure that documents and information is	Seek and act on advice from	AB	In place and ongoing	Pupils and families are able to access school	There is currently no operational requirement, plans



available for pupils and adults with visual impairment.	sensory support advisors and Vision Impairment services. Use magnifiers and specially modified equipment when necessary. Ensure large clear font and braille is available.			documentation.	will be established should a specific need arise.
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