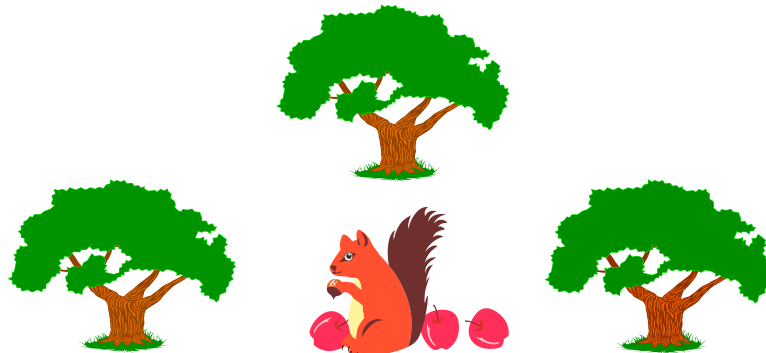


Ainslie Wood Primary School

Accessibility Plan



Ainslie Wood Primary School

This content of this plan compliments the schools:

- SEND Policy
- SEND Information Report
- Equality Policy
- Wellbeing, Relationship and Choice Behaviour Policy
- Safeguarding Policy

1. Purpose and Vision

Ainslie Wood Primary School is committed to providing an inclusive, nurturing and ambitious learning environment where all pupils, including those with Special Educational Needs and Disabilities (SEND), can access education, participate fully in school life and achieve their potential.

This Accessibility Plan complements the school's SEN Report and SEND Policy and outlines how the school will:

- Increase access to the curriculum for pupils with SEND
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils with SEND and their families

The plan is written in line with the Equality Act 2010 and reflects the school's graduated approach to SEN support.

2. Aims of the Accessibility Plan

The school aims to:

- Ensure pupils with SEND are not disadvantaged in accessing learning, school activities or wider school life
- Anticipate and remove barriers to learning wherever possible
- Promote independence, emotional wellbeing and inclusion
- Work in partnership with parents/carers and external professionals
- Review and adapt provision in response to pupils' evolving needs

3. Access to the Curriculum

Ainslie Wood Primary School ensures that teaching and learning is adapted to meet the needs of pupils with SEND through the following approaches:

3.1 Quality First Teaching

- Lessons are planned with clear personalisation for every learner

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- Teachers use adaptive teaching strategies such as visual supports, modelling, scaffolding and chunking of tasks
- A range of teaching styles and resources are used to support different learning profiles

3.2 Reasonable Adjustments and SEN Support

- Individual targets are set and reviewed through Pupil Profiles or Education, Health and Care Plans (EHCPs)
- Adjustments may include additional adult support, modified tasks, assistive technology, alternative recording methods or flexible seating
- Sensory and movement breaks are built into the school day where needed

3.3 Social, Emotional and Mental Health (SEMH)

- Use of evidence-based approaches such as Zones of Regulation, emotional check-ins and restorative practices
- Safe spaces and trusted adults are available to support emotional regulation
- Individual behaviour and regulation plans are implemented where required

3.4 Communication and Interaction

- Visual timetables, now-and-next boards and clear routines are used across the school
- Support from Speech and Language Therapy (SALT) is implemented through targeted and universal strategies
- Staff use clear, consistent language and check understanding regularly
- Augmentative and Alternative Communication approaches are used where necessary

3.5 Assessment and Monitoring

- Progress is tracked using a range of formative and summative assessments
- Pupils with SEND are assessed flexibly, with reasonable adjustments made to assessment methods
- Regular review meetings ensure provision remains appropriate and effective

- For pupils working significantly below their age related expectations a specialised assessment programme, SEND Inspire, is used to plan and record progress

4. Access to the Physical Environment

The school is committed to ensuring that the physical environment supports inclusion and accessibility.

4.1 Current Provision

- Classrooms are organised to reduce sensory overload and promote calm, purposeful learning
- Quiet or low-stimulation areas are available for pupils who require them
- Furniture and resources can be adapted to support physical or sensory needs
- The school has a sensory room onsite which can be used responsively
- School corridors include a sensory circuit pathway

4.2 Ongoing Improvements

- Accessibility needs are considered when planning classroom layouts and shared spaces
- Reasonable adjustments are made to support pupils with mobility, sensory or medical needs
- Risk assessments are carried out to ensure safe access to all areas of the school

5. Access to Information

The school ensures that information is accessible to pupils with SEND and their families.

5.1 Pupils

- Instructions and information are presented using visual, auditory and practical methods
- Key information is repeated, simplified and reinforced where necessary

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- Alternative formats (e.g. symbols, visuals, simplified text) are used to support understanding

5.2 Parents and Carers

- Information is shared clearly and in a timely manner
- For pupils on the SEN register, progress towards individual targets are shared termly
- Meetings are offered flexibly to accommodate family needs and can be arranged online or through telephone.
- The SENCO acts as a key point of contact for SEND-related communication

6. Training and Staff Development

- All staff receive regular training on SEND, inclusive practice and safeguarding
- The school utilise training provided by Waltham Forest Outreach Service; Flourish
- Targeted training is provided in areas such as autism, ADHD, speech and language needs and trauma-informed practice
- The SENCO supports staff through advice, training and modelling

7. Partnership Working

Ainslie Wood Primary School works closely with:

- Parents and carers
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Health and Social Care services
- Flourish
- Early Help

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This collaborative approach ensures a holistic understanding of each pupil's needs.

8. Monitoring and Review

- The Accessibility Plan is reviewed annually by the SENCO and Senior Leadership Team
- Feedback from pupils, parents and staff informs ongoing development
- The plan is updated in response to changes in pupil needs, legislation or school provision