



The Drive Community Primary School

Accessibility Plan 2026-2029

September 2026 – September 2029

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Aims of the Accessibility Plan

This Accessibility Plan outlines how **The Drive Community Primary School** will continue to improve access to education for pupils with disabilities in accordance with the requirements of the Equality Act 2010. The plan focuses on three key areas:

1. Increasing access to the curriculum for pupils with disabilities.
2. Improving access to the physical environment.
3. Improving the delivery of information to pupils, parents, carers, and other stakeholders with disabilities.

Under the Equality Act 2010, a person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

At The Drive Community Primary School, we are committed to providing an inclusive environment where all pupils are valued, supported, and able to achieve their full potential. We recognise that accessibility is an ongoing process and will continually review and improve our provision to ensure that pupils with disabilities can participate fully in all aspects of school life.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in an ambitious and inclusive curriculum.
- Improve the physical environment to enable pupils with disabilities to access education, facilities, and services.
- Improve the availability and accessibility of information for pupils, parents, carers, and visitors with disabilities.
- Promote inclusion, independence, participation, and equality of opportunity across all aspects of school life.

The governing body, Headteacher, SENDCo, and staff will work collaboratively with pupils, parents, carers, governors, and external agencies to identify barriers to participation and implement reasonable adjustments where appropriate.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Ensure recruitment procedures promote equality of opportunity.
- Provide appropriate support to enable employees with disabilities to carry out their roles effectively.
- Make reasonable adjustments to remove barriers within the workplace.

This plan will be reviewed every three years and updated sooner if significant changes occur within the school environment, pupil population, or legislation.

Accessibility Audit

An annual accessibility audit will be undertaken to evaluate the effectiveness of the school's accessibility arrangements and identify priorities for improvement.

The audit will consider:

Access to the Curriculum

The extent to which pupils with disabilities can access a broad, balanced, ambitious, and inclusive curriculum alongside their peers.

Access to the Physical Environment

The extent to which pupils with disabilities can access classrooms, learning spaces, outdoor areas, facilities, and services independently and safely.

Access to Information

The extent to which information is available in formats that meet the needs of pupils, parents, carers, and visitors with disabilities.

The audit will consider a wide range of needs including:

- Physical and mobility difficulties.
- Fine and gross motor difficulties.
- Visual impairments and sensory sensitivities.
- Hearing impairments and auditory sensitivities.
- Communication and interaction needs, including Autism Spectrum Disorder.
- Cognition and learning needs, including dyslexia.
- Social, emotional and mental health needs.
- Medical needs and long-term health conditions.

Audit findings will be used to identify short-, medium-, and long-term actions to improve accessibility and remove barriers to participation. The school will ensure that actions are implemented within reasonable timescales and in consultation with pupils, parents, carers, staff, governors, and external professionals where appropriate.

This accessibility plan supports the school's commitment to ensuring that every pupil can participate fully, achieve highly, and feel included in all aspects of school life.

Planning duty 1: Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can access the school curriculum. Our Aim at The Drive Primary is to reduce the eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils with a disability.					
Target / Issue	Strategy / Action	Lead / Who	When/ Timescale	Outcome / Success Criteria	Review
Ensure pupils with disabilities and SEND can access an ambitious curriculum alongside their peers.	Continue to develop Quality First Teaching and adaptive practice across school.	Headteacher SENDCo LT	Ongoing	Pupils access learning successfully and make progress from their starting points.	On-going
Ensure staff understand individual needs and effective strategies.	Use the new 'Every Child Achieving and Thriving' systems/strategies to build inclusion by design ethos throughout. Use the toolkit for SEND to update our processes, including Digital Support Plans and the new EHC Plan systems following LA guidance. Continue to use pupil passports, SEND support plans and transition meetings and information from external agencies to share information. Deliver high-quality adaptive teaching in all classrooms. Provide appropriate reasonable adjustments and support.	Headteacher/ Sendco	Ongoing	Pupils with disabilities and SEND access the full curriculum alongside their peers. Adaptations and reasonable adjustments are consistently implemented. Pupils are engaged in learning and make progress from their individual starting points. Barriers to learning are identified and reduced. Pupils participate fully in lessons, enrichment activities, and educational visits.	On-going

	Ensure learning resources are accessible and inclusive. Use specialist equipment, visual supports, and assistive technology where needed. Monitor curriculum access, participation, and progress for pupils with SEND. Work with external agencies to implement specialist recommendations.			Learning walks and monitoring show an inclusive and ambitious curriculum for all learners. Pupil and parent feedback indicate that pupils feel included, supported, and successful.	
Improve participation and independence for all pupils, ensuring they can access learning, school activities, and the wider curriculum as fully as possible.	Deliver regular SEND training and CPD. Share effective inclusive practice across the school. Access specialist advice and external agency support. Monitor and evaluate inclusive classroom practice. Provide coaching and support for staff implementing SEND strategies.	Headteacher, SENDCo,	Ongoing	Pupils actively participate in lessons, enrichment activities, and wider school life. Kagan is embedded. Pupils demonstrate increased confidence in making choices and managing their own learning. Appropriate adaptations, scaffolds, and assistive resources enable pupils to access learning independently. Pupils require fewer adult prompts and interventions to begin, sustain, and complete tasks. Staff consistently use strategies that promote independence and self-regulation. Pupil voice indicates that children feel confident, included, and able to contribute to school life.	Ongoing

Develop staff expertise in SEND inclusion	Audit staff strengths/gaps. Provide regular appropriate SEND training for all staff linked to the cohorts. Deliver SEND updates during staff meetings. Access specialist advice from external professionals. Share effective inclusive practice across the school. Monitor the quality of SEND provision and classroom practice. Support staff through coaching, guidance and mentoring.	Headteacher SENDCO, SLT,	On going. CPD timetable to be revised termly as the cohort and training needs changes.	Staff demonstrate increased confidence in supporting pupils with SEND. Inclusive teaching strategies are consistently used across the school. Appropriate adaptations and reasonable adjustments are evident in lessons. Pupils with SEND are fully included in learning and wider school activities. Staff effectively identify and respond to individual needs. Monitoring and observations show high-quality SEND provision. Positive feedback is received from pupils, parents and staff.	Ongoing
Support SEMH wellbeing and regulation	Maintain Thrive provision. Training for Staff ASD/FAD/ADHD etc. Continue to use other professional's suggestions for adaptations of the curriculum. Use parent and pupil voice to inform practise.	SENDCO SLT Headteacher	Ongoing	Children working pre-key stage will have consistent approaches for assessment and planning. Children working pre-key stage will access every subject in a tailored way	Ongoing
Support Communication and Interaction (including mutism, ASD and Speech and Language)	Provide staff training on communication and interaction needs. Use visual supports, communication aids and structured routines. Implement advice from Speech and Language Therapy and other professionals. Deliver targeted interventions to develop speech,	SENDCO SLT Headteacher	Ongoing	Pupils communicate more effectively using their preferred method of communication. Staff confidently use appropriate strategies to support communication and interaction needs. Visual supports and	

	language, communication and social interaction skills. Adapt teaching approaches and learning environments to meet individual communication needs. Monitor pupil progress and adjust support as required.			communication tools are consistently used where needed. Pupils show improved speech, language, communication and social interaction skills. Pupils are able to participate more fully in lessons and wider school activities. Pupil, parent and staff feedback indicates that communication needs are effectively supported.	
To ensure that children with medical needs are able to access the curriculum, the medical needs of all pupils are met fully within the capability of the school and they are recorded effectively	Maintain and regularly review Individual Healthcare Plans. Ensure medical information is accurately recorded and communicated to relevant staff. Provide appropriate training for staff to meet identified medical needs. Implement reasonable adjustments to support access to learning and school activities. Work closely with parents, healthcare professionals, and external agencies to meet individual needs.	SENDCo, Headteacher, SLT, First Aider, Class Teachers and relevant support staff.	Ongoing	Medical needs are identified, recorded, and reviewed effectively. Individual Healthcare Plans are in place and implemented consistently. Staff are confident in supporting pupils with medical needs and responding appropriately when required. Pupils with medical needs access the curriculum and wider school activities alongside their peers. Reasonable adjustments are in place to reduce barriers to learning and participation. Parents and pupils report that medical needs are well supported within school.	Ongoing

Appropriate specialised equipment is used to benefit individual pupils and staff.	Identify and review the specialised equipment required to meet individual needs. Provide, maintain, and regularly evaluate specialist equipment and assistive technology. Train staff in the effective use of specialised equipment. Seek advice from external professionals where appropriate. For example: iPads available to support children with difficulties. Coloured overlays or coloured paper for children with visual difficulties or dyslexia. Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc. Monitor the impact of equipment on pupil access, participation, and progress.	SENDCo, Headteacher	One Year	Ensure appropriate specialised equipment is available and used effectively to support access, participation, independence, and learning. Appropriate specialised equipment is available and used effectively to support individual pupils and staff. Pupils are able to access learning, the environment, and wider school activities more independently. Staff are confident in using specialised equipment and implementing recommendations. Barriers to learning and participation are reduced. Monitoring demonstrates that equipment has a positive impact on access, engagement, and outcomes for pupils.	Ongoing
Children's knowledge and skills are improved through intervention and the gap is reduced allowing	Continue to provide research based interventions that are implemented by trained staff to help Track intervention impact to inform next steps	Assistant Headteacher for Inclusion SENDCO, Headteacher	One Year	Children meet the intended outcome of the intervention. Children attending interventions can show their improved skills in classwork and assessments. Interventions promote accelerated progress.	Ongoing

optimum impact for SEND pupils.					
Ensure that all children are represented, valued, and visible within the curriculum, learning environment, and resources.	Review curriculum content, resources, displays, and texts to ensure they reflect diverse cultures, backgrounds, abilities, identities, and experiences. Promote inclusive teaching practices and positive representation throughout the school. Audit resources regularly and replace materials that do not promote diversity and inclusion. Gather pupil voice to ensure children feel represented and valued within the school community. Provide staff training on equality, diversity, and inclusion.	Headteacher, SENDCo, Subject Leads, PHSE Lead.	One Year	Curriculum resources reflect a diverse range of cultures, backgrounds, abilities, family structures, and identities. Children can identify positive representations of themselves and others in learning materials. Staff routinely review and adapt resources to promote inclusion and remove stereotypes. Pupil voice demonstrates that children feel represented, respected, and included. Learning walks and curriculum monitoring show inclusive practice consistently across the school. Diverse books, displays, and teaching materials are evident in all classrooms and shared spaces.	Ongoing

Planning duty 2: Physical environment

To increase extent to which disabled pupils can participate in the school curriculum.
Our aim at The Drive Primary School is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability

Target	Strategy / Action	Who / Lead	When	Outcome / Success Criteria	Review
Ensure accessibility during educational visits so that all pupils, including those with SEND and disabilities, can participate fully and safely.	Conduct thorough risk assessments and accessibility checks for all educational visits. Plan reasonable adjustments and appropriate support for pupils with SEND and disabilities. Liaise with parents, carers, and external providers to identify and meet individual needs. Ensure staff are aware of pupil needs and required support arrangements. Provide specialist equipment, resources, or adult support where necessary.	Educational Visits Coordinator (EVC), Headteacher, SENDCo, Class Teachers, and relevant support staff.	Ongoing	All pupils are able to participate in educational visits alongside their peers. Reasonable adjustments are planned and implemented effectively. Potential barriers to participation are identified and addressed before visits take place. Staff are confident in supporting pupils' individual needs during visits. Parents report that their children can access educational visits safely and successfully. Records show that pupils with SEND and disabilities are included in educational visits and wider enrichment opportunities.	Ongoing

Ensure all children feel safe and involved at playtimes.	Provide a range of structured and unstructured play opportunities. Ensure adequate supervision and support during playtimes. Offer targeted support for pupils who find social interactions challenging. Promote positive friendships, inclusion, and cooperative play. Gather pupil voice to identify and address any barriers to participation. Monitor playtimes regularly and respond to any concerns promptly. School council to encourage children to join in games. Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher or inclusion team.	Headteacher, SENDCo, Senior Leadership Team, Class Teachers, Teaching Assistants, Midday Supervisors, and Pastoral/Wellbeing Staff.	Ongoing	All children report feeling safe and included during playtimes. Pupils engage positively in play and social interactions with their peers. Incidents of social isolation, conflict, or playground concerns reduce over time. Pupils with SEND and disabilities participate fully in playtime activities. Staff proactively support positive play and inclusion. Pupil voice and behaviour records demonstrate that playtimes are safe, enjoyable, and accessible for all.	Ongoing
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Ensure the physical environment remains accessible and improve access where required for visitors with physical disabilities	Regular audits of buildings and grounds. Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters / newsletters / website / school staff.	Head Teacher / SBM and Caretaker	Ongoing	There is safe access throughout the school. No accidents or near misses on streets surrounding school.	Ongoing
Ensure emergency procedures meet the individual needs of all pupils, including those with SEND, disabilities, and medical needs.	Develop and regularly review Personal Emergency Evacuation Plans (PEEPs) where required. Ensure emergency procedures are adapted to meet individual needs. Provide staff training on evacuation and emergency support arrangements. Communicate emergency procedures clearly to pupils using appropriate formats and supports. Conduct regular practice drills and review their effectiveness.	Headteacher, SENDCo, Site Manager, Health and Safety Lead, Class Teachers, and relevant support staff.		Individual needs are considered within all emergency procedures. Personal Emergency Evacuation Plans are in place, up to date, and understood by relevant staff. Pupils can be evacuated safely and effectively during emergency situations. Staff demonstrate confidence in implementing emergency procedures and supporting identified pupils. Regular drills show that emergency arrangements are effective and inclusive. Monitoring confirms that all pupils can access a safe learning environment.	Ongoing

Ensure access for all SEND children at after school clubs and extended day and reasonable adjustments are made to enable participation.	Review after-school clubs and extended day provision to identify and remove barriers to participation. Make reasonable adjustments to activities, routines, resources, and environments. Provide appropriate support and staffing where required. Liaise with parents, pupils, and club providers to understand and meet individual needs. Monitor attendance and participation of pupils with SEND in extracurricular activities. Audit SEND children use of clubs and extended services Risk assessments put in place if needed. Parents can attend extra-curricular clubs with their child if a 1:1 is needed.	Headteacher, SENDCo, Extended Schools/Club Leaders, Class Teachers, Teaching Assistants, and relevant support staff.	Ongoing	Pupils with SEND can access after-school clubs and extended day provision alongside their peers. Reasonable adjustments are consistently implemented to support participation. Barriers to participation are identified and reduced. Pupils report feeling included, safe, and able to take part in activities. Attendance and participation rates for pupils with SEND increase or are maintained. Parents report that their children can access extracurricular opportunities successfully. .	Ongoing
PEEP Plans to be updated for students with physical impairment.	Update health and safety documentation for children with physical impairments.	SBM	Ongoing	PEEP documentation on file and available to Class Teacher.	Ongoing.

Planning duty 3: Improve the access and delivery of information

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.					
Target	Strategy / Action	Who / Lead	When	Outcome / Success Criteria	Review
Ensure information is accessible to all families	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this. Utilise interpreter services	Head Teacher / Assistant Head Teacher / School Business Manager / Administration Asst	Ongoing	All parents will be able to be aware of what is happening at school via the website.	Ongoing
Improve accessibility of written information	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents in who may need support completing forms.	Office Team	Ongoing	Parents are able to access all information and complete forms independently or with assistance.	Ongoing

To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	SENCO	Ongoing	Parents are informed of children's progress.	Ongoing
Ensure appropriate risk assessments are in place to support the safety, wellbeing, and inclusion of pupils, staff, and parents.	Ensure part of induction process allows senior leaders to assess the needs of volunteers, new staff. Complete and regularly review risk assessments for pupils with SEND, disabilities, and medical needs. Ensure risk assessments are shared with relevant staff and implemented consistently. Involve parents, carers, and external professionals where appropriate in the risk assessment process. Update risk assessments following changes in need, incidents, or significant transitions. Monitor the effectiveness of control measures and make adjustments where required.	Headteacher, SENDCo, Educational Visits Coordinator (EVC), Health and Safety Lead, Class Teachers, and relevant support staff.	As required	Risk assessments are in place, up to date, and reviewed regularly. Staff understand and consistently follow agreed risk management procedures. Potential risks are identified and managed effectively to support participation and inclusion. Pupils with SEND, disabilities, and medical needs can safely access learning, activities, and school environments. Parents report confidence in the school's approach to managing risk. Monitoring demonstrates that risk assessments support safe and successful participation in school life.	Ongoing