



Our Accessibility Plan

September 2025 – September 2028

**“No child left behind...
No barrier can't be overcome...”**

To chat to us about this plan,
please get in touch.



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Welcome to our 3 Year Plan for SEND

1	Introduction
2	Our Goals
3	Our Plan <ul style="list-style-type: none">• Our Children's Learning• Our classrooms and buildings• What we write
4	Monitoring
5	Extra Info

Introduction

When some people see the words *Accessibility Plan*, they think "old news". After all, schools have had accessibility plans since 2002. How could there be anything left to do? If a school has all the accessible toilets and ramps it needs, it's about as accessible as it can be. Isn't it?

Changes to buildings are especially important for people with physical difficulties. However, for most children with ADHD, an accessible toilet makes no difference to them. For this child, improving access may mean giving them access to wobble cushions, an individual reward system, a fiddle toy, movement breaks and sensory circuits. All of this can be achieved without us needing to mix concrete or plumb new toilets.

This accessibility plan tells you what we believe, our goals and the steps we plan to take to make Abbey Lane even better.

We may plan physical adjustments, but accessibility is about much more. It also includes both children *and adults*.

Accessibility doesn't mean removing every barrier. Some barriers can't be removed. But it does mean finding creative ways to deal with the barrier.

If we cannot remove the barrier, we want to work together to get over it, under it or round it.

Please read on...



Our Goals

Our goals reflect our school's ambitions. But, they are also things that parents say matter to them and their children.

<p>1</p> <p>All children have been exposed to a good range of disabled role models (including both milder and more severe needs).</p>	<p>2</p> <p>There is no bullying of children because of their SEND.</p>	<p>3</p> <p>Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.</p>
<p>10</p> <p>Pupils with SEND attend school regularly and tell us they enjoy school.</p>	<p>The Final Word</p> <p>Children are being born in the local area who have additional needs.</p> <p>We want our school to be better by the time they arrive aged 4 than it would have been if they had come through our doors in September 2025.</p> <p>We want them to read well, have friends and be well placed to have good physical and mental health for life.</p>	<p>4</p> <p>Every child leaves FS2 having formed at least one secure friendship with another child.</p>
<p>9</p> <p>Parents are informed about and fully engaged in supporting their child's SEND provision.</p>		<p>5</p> <p>Every child develops the skills necessary to form positive and productive social relationships with their peers outside of school.</p>
<p>8</p> <p>Parent sessions are co-produced and enhance the level of SEND know-how in our families.</p>	<p>7</p> <p>All children with disabilities are offered support to understand their diagnosis (in liaison with parent wishes).</p>	<p>6</p> <p>All children leave KS1 with well-developed communication skills.</p>

Our Plan

What's in our Plan?

Our plan is broken down into three parts

- Our children's learning
- Our classrooms and buildings
- What we write

What's not in Our Plan?

We do lots to **maintain** previous improvements. For example, we repaint white edges onto our outside steps. This keeps school safer for people with vision loss. However, we generally don't include this in the plan because the plan is about how we'll make things even **better** (and not just maintain what we've done already).

However, if for example, we renew our autism training, we would put that in (because each time staff do it they take new things away from it). Thus, the training does make life **better** for our SEND pupils rather than just **maintain** previous improvements.

The key question is "Will it make it **better** at the end of Year 3 of this plan than it was at the start of Year 1 of this plan?"

Quick Note on Words

- SENDCo is short for Special Educational Needs & Disabilities Co-ordinator
- SBM is short for School Business Manager

Our Children's Learning

When & Who?	Outcomes	Comments
From September 2025 All staff	Goal 1 All children are able to talk about a good range of disabled role models (including both milder and more severe needs).	We will make sure that children have opportunities within the curriculum to study individuals with SEND. By 2028, pupils will be able to discuss their own area of SEND and role models they admire.
Summer 2028 SLT	Goal 2 Incidences of bullying are low or declining as evidenced by CPOMS records. SEND pupils report no bullying and know the processes to access help if needed.	We currently have Playground Friends who support pupils at playtimes. We will provide extra training for Playground Friends around SEND support. We will train staff in how to use restorative questioning. This will help staff to help children think about how their actions have made others feel, and how to make things right again. We will monitor behaviour incidents and discussions with staff and pupils and through CPOMS. This will allow us to put support in place quickly to help pupils make the right choices.

Sept 2025 All staff SENDCos	Goal 3 Pupils demonstrate high levels of emotional intelligence by treating disabled people with respect and dignity, including those with mild disabilities.	We want to help pupils to treat each other with respect and dignity and understand differences between them. To achieve this, we will buy books and resources for classes that will develop acceptance and SEND self-awareness. We will also hold special assemblies, lessons and celebratory events, for example National SEND day. This will raise awareness of SEND with all pupils.
Spring 2027 FS2 staff SENDCo	Goal 4 Every child leaves FS2 having formed at least one secure friendship with another child.	We will support pupils in school to successfully manage their feelings and behaviour. We will teach all children about emotions and self-regulation through 'Zones of Regulation'. We will also run small groups to help children discuss their feelings and develop strategies for when they are feeling anxious, stressed or angry.
Jan 2027 All staff SENDCo	Goal 5 Every child reports they have regular social contact with other children and can give examples of activities they have been involved in e.g. attending a birthday party or being invited to a friend's house.	We will train more Playground Friends so that they can support SEND pupils successfully at lunchtime to make friends. We will use the whole school anti bullying week to strengthen friendships in school. We will give them opportunities to make new friendships and work with other children from across school.
Spring 2027 FS2 and KS1 staff SENDCo	Goal 6 All children leave Y2 with a receptive and expressive language level of at least 6 years and 11 months. Children who need additional S and L intervention receive it in a timely manner.	We will assess all SEND pupils on their receptive and expressive language levels so we understand their needs and support them correctly. We will train more staff to be able to run language groups. We will also train FS2 staff in cued articulation and encourage all pupils in FS2 to use it. We will offer support to parents to help pupils develop their language skills in school and at home.
Spring 2026 SENDCo	Goal 7 Children with disabilities are offered effective interventions to understand their difficulties by Y6 (in liaison with parent wishes).	We will work with parents to complete work on their child's needs. We will offer one to one or small group sessions to help pupils understand their difficulties using books such as 'Autism...What does it mean to be me?'. This will help them understand themselves.
Jan 2026 SENDCo SEMH Lead	Goal 8 At least termly parent events are held in school. Parents report that they feel involved, supported and better able to support their pupils as a result of the events.	We will work with parents to hold workshops around concerns they have about their children such as sleep, anxiety, coping with change, autism. This will help to support our families in the local community to understand the needs of their children. We will carry out regular questionnaires to survey the views of parents of children who have SEND.
Summer 2026 SLT	Goal 9... Parent attendance at SEND reviews is high. Parents report that they are aware of and involved in planning their child's provision. Evidence shows that parents support their child's progress at home.	We will continue to hold SEND reviews and consult parents on their child's provision. We will ensure the SEND Code of Practice is followed at all times. We will carry out regular questionnaires to survey the views of parents of children who have SEND. We will refine and refresh our SEND provision map.

<p>SENDCo Attendance Lead</p>	<p>Goal 10... 2028/28 attendance of SEND pupils is in line with the whole school average or has shown significant improvement since the start of the plan. Pupils with SEND report that they enjoy school.</p>	<p>We will monitor attendance each term for SEND pupils. For pupils who have low attendance, we will meet with parents to support them and their child. We will make changes to the day to help pupils attend school regularly, such as using a different entrance or having a regular job or morning activity for them to complete. We will carry out regular questionnaires to survey the views of children who have SEND.</p>
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Our Classrooms and Buildings

When & Who?	Target	Comments
Jul 2026 SENDCo	We will review fire evacuation information in the lower school building to ensure that it is communication friendly.	The information should be as easy to access as possible for emerging-readers to access.
By Jul 2026 SBM	We will assess ways to make both buildings accessible for pupils with mobility issues.	Look into funding for a lift in Lower School building from the ground floor to the first floor.
By Jul 2027 SBM	We will assess ways to make both buildings are accessible for pupils with mobility issues.	Look into funding for a lift in Lower School building from the ground floor to the hall.

Our Written Information

When & Who?	Target	Comments
Jan 2026 SBM	We will update signage (e.g. in both reception areas, school notice board, FS classroom entrance) so that we are clearer that parents who, for example, feel overwhelmed can seek assistance.	<p>Signage will say “If you would like some help with School Forms please come to reception if you are stuck or struggling. We’ll do our best to lend a hand.”</p> <p>If you would like some help with Health Forms please get in touch with our SENDCos if you are stuck or struggling. You can get in touch via reception or email: bryant@abbeylane.sheffield.sch.uk We’ll do our best to lend a hand.</p>
Jul 2027 KS2 SENDCo	We will revisit our approach to display so that we are sure that it effectively balances inspiration with accessibility and the right levels of stimulation.	SENDCo will table this at a senior leadership team meeting so that it can be discussed and this can then be fed back to staff to sustain or tweak practice.
Jul 2026 SENDCo	We will provide staff briefing/training on accessibility to office staff.	<p>Staff awareness of access issues enhances the accessibility of written information from the office. Training would include:</p> <ul style="list-style-type: none"> • The Flesch Kincaid scale • Tools for converting pdfs • Alt text • Signalling headings • Sans & Serifs • Dyslexia friendly approaches • How adults with literacy difficulties might complete forms via speech to text and text to speech • White space • How screen readers work • VI friendly fonts • How to MLP <p>This means that the base level of accessibility is improved and that staff are well placed to respond very quickly to requests for accessible formats.</p>

How do we monitor the Plan?

SENDCo in September

Our SENDCo will review this plan every September, This means:

- Re-reading the plan.
- Making updates if needed.
- Chasing up leaders and staff if targets need further work to get them complete.
- Reminding leaders and staff what they need to do this year.

They then put the updated plan onto our website.

The SENDCo use the updated knowledge of it to help us write the next year's SEND development plan. This plan and the SEND development plan don't have to match perfectly but they shouldn't be 100% different either.

Asking People

We will ask about the plan in our annual survey of parents. Not every parent wants to read this plan.

So we will ask questions that help us plan the next steps. For example we might ask:

If you had a magic wand and could make our SEND provision different, what would we be different?

We will also ask this question when getting children's views for review meetings once a year.

This gives us lots of small bits of information that help us think about how we are doing and where we go next.

Our Governors

Our Governors agree that the head teacher can approve the plan. It doesn't need to be given to governors to approve. However, the SEND governor will monitor the plan by visiting school each year in the summer term. They will focus on:

- In Year 1 of the plan: Our classrooms and buildings
- In Year 2 of the plan: The curriculum
- In Year 3 of the plan: Written Resources

At the end of the 3 years, the SENDCo will report to governors on how successful we have been. We have set some really big goals. Some of our goals might even be too big. But let's at least try our best to reach them – because they are things that matter to the lives of people, both young and old.

Extra Info

Disability vs SEN?

Whilst Accessibility Plans are intended to mainly to improve things for those with disabilities, we go beyond that and include access for all children and adults with SEN as well as disabilities.

In schools,

- A pupil with SEN normally means a person needs SEN provision to meet their needs, for example:
 - Dyslexia
 - Language delay
 - Anxiety
- Disability means a person has a long term condition that has a substantial impact on their daily life, for example:
 - Autism
 - Downs Syndrome
 - Cerebral palsy

Most conditions that can be SEN can also be disabilities. It depends on how severe the condition is. We recognise that some people don't consider themselves disabled, but take a view that it is the world around them that disables them, rather than their condition. This is sometimes called the "social model of disability".

In our plan, we just want to improve lives of children and adults with SEND regardless of views on whether someone is SEN or disabled and regardless of whether it is their disability or the world that disables them.

Our Accessibility Plan vs our Policy

Our plan covers both our plan and policy. We think it's best to put both in the same place.

We just call it a plan so it's clear that it's a about what we will do.

Staff with SEND

The school also has duties towards disabled staff. We will:

- Monitor recruitment procedures to ensure that disabled people have equal opportunities.
- Provide appropriate support for employees with disabilities so that they can be successful in their work.
- Make reasonable adjustments so that staff can fully access the workplace.

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“An inclusive school is a great benefit to everybody – not just children with SEND, but it’s a great benefit to all of us, to share in our humanity...

It just makes us into better people, doesn’t it?

If we want to make society a more inclusive place, why would we leave our schools til last?’

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Sarah, a parent, gives her views in the report “Accessibility Plans as Effective Tools for Inclusion in Schools?” (Sept 2019).

