Parkdale Primary School

Disability Access Plan – Autumn 2026

Increasing the extent to which disabled pupils can participate in the school curriculum

Provision and strategies already in place:

- ✓ whole school curriculum design supports Parkdale cohort and inclusion
- ✓ curriculum delivery considers good practice for all children, incorporating dual-coding and class-level adaptations as universal offer
- ✓ planning schemes used include adaptations to support inclusive lesson delivery
- ✓ school clubs, sporting, cultural activities and school visits are accessible to all pupils, including pupils with identified barriers to learning and participation. Actions include: risk assessment, provision of additional support and/or resources, pre-visits
- ✓ the school makes full use of a range of LA support services, health professionals and the community
- ✓ the SENCo and Curriculum leaders keep informed of new ideas and takes advantage of opportunities to extend knowledge and share good practice. Actions include: attendance at Academy Trust network meetings; CPD opportunities; liaison with external agencies; collaboration with Enrichment Lead to keep informed of community initiatives.
- ✓ the school employs staff whose role it is to support children with a variety of needs. Actions include: child-centred CPD; shared practice amongst school staff and staff across schools within the Trust and wider family of schools.
- ✓ The Engagement Model and B-Squared are used to monitor the progress of pupils experiencing barriers to learning and participation
- ✓ AET Progession Framework may used to monitor holistic development, including communication and interaction, skills for independence, play skills, learning behaviours
- ✓ The school sets academic targets for all children and monitors progress on a termly basis through the Pupil Progress process
- ✓ Pupil Progress meetings provide and record an overview of support for children with SEND
- ✓ Individual Education Plans are in place for all pupils with SEND regardless of, but including those with AFN/HLN funding and/or Educational Health Care Plans (EHCP)
- ✓ Every class has termly Class Conferences where children's needs are discussed, including wellbeing and involvement, from which concerns are identified
- ✓ Protocol used to identify and support children causing concern includes Pupil Progress Meetings and weekly Child-Watch meetings.
- ✓ Routes to Inclusion process used to identify and support Behavioural, SEMH and learning needs
- ✓ The school uses a single, 'dyslexia friendly' system of signs and symbols for visual timetables and labelling resources and follows the Nottinghamshire Dyslexia Friendly Schools awards pathway.
- ✓ There are a range of interventions in place for children with identified need
- ✓ Use of adaptations to support children across school, informed by Trust Adaptations Document
- ✓ External professionals support children and advise staff in curriculum delivery, where necessary
- ✓ Children are supported, as needed, by extra time and reader support to allow access to assessments
- ✓ Technology in school supports alternative ways to record and access curriculum – whole-school iPad use ensures this is less identifiable as 'additional to' which support children's inclusion alongside peers.

	Targets	Strategies	Outcome	Timeframe	Personnel	Monitoring
Short-term	Whole school curriculum accessible to all class-based children	All staff use school teaching and learning principles to deliver accessible lessons Transform Trust Adaptations Document and planning schemes used to audit and improve practice Termly Pupil Progress and Class Conference processes used to review impact of provision and identification of causes for concern Effective use of digital resources	Children access curriculum with appropriately scaffolded or challenging tasks meeting individual need Continual development of quality first teaching Adaptations routinely embedded Targeted interventions support all children to access whole class curriculum	Ongoing	All staff, in collaboration with SLT, Inclusion Lead	SLT
	Children unable to access classroom or age-related curriculum receive bespoke provision based on personalised targets.	School spaces used creatively to provide appropriately differentiated and supported tasks.	Individualised intervention to focus/calm/ stimulate children			SENCo in collaboration with teaching staff.

	For all children: Implement sensory strategies Maintain practical movement breaks Considered use of sensory resources such as fidget toys, weighted blankets, ear defenders	Use of Active School's curriculum – frequent movement breaks using a variety of methods and individual sensory strategies Vestibular and Proprioceptive activities included Accessible sensory resources where required	Whole class and individualised interventions to focus/calm/ stimulate children			SENCo in collaboration with teaching staff
	For children with identified sensory-seeking behaviours: Bespoke sensory strategies	Sensory resources and personalised strategies implemented available where need identified Proprioception sessions incorporate alerting, organising, calming activities Sensory Room sessions rota'd or 'in the moment', using child preferences	Individualised intervention or 'in the moment' provision to focus/calm/ stimulate children			SENCo in collaboration with teaching staff
	All children access after-school club provision	Organiser keeps records of children attending to ensure all children have the opportunity	All children have an opportunity to attend an after-school club	Ongoing	Parent Support Worker Inclusion Lead Keyworkers Parents	Enrichment Lead Teachers SENCo SLT
		School collaborates with parents to offer support if necessary to enable all children to attend clubs				
		Reasonable adjustments made to enable all children to access clubs				
Medium-term	Continued development Of Enhanced Provision / Inclusion Base	Weekly planning created and developed, informed by successes/children's	Provision is fully supported by child-led bespoke, creative	Ongoing	SEND Team in collaboration with Inclusion	SLT Inclusion Governor

		preferences	planning		lead	

	Audit Inclusion Base	Collaboration with external agencies and Trust Director of Inclusion/Associate Lead for SEND	Provision under regular review continues to develop		SENDCo Transform Trust Inclusion Team External Agencies	
Long-term	Ensure progress by **all** children	Regular review of curriculum content Continued CPD on curriculum delivery, both internally and from external agencies. POD CPD to share good practice and evaluate strategies and adaptations Adopt mastery approach to teaching and learning to ensure challenge for all and greater depth learning for higher achievers Take opportunities to access outreach programmes aimed at mastery	All children make good or better progress, with higher achievers progressing to greater depth in learning Accurate identification of appropriate intervention Target interventions accurately through discussion at Pupil Progress/Class Conference/Routes to Inclusion Analysis meetings Higher achievers experience different environments and approaches to enhance their learning at greater depth	Ongoing	All staff, external professionals, Outreach Teams.	SLT Governing Body Transform Trust Standards process

	Maintain and improve awareness and knowledge of range of Special Educational Needs	Continue to Access appropriate CPD to support development of 'whole child', including physical development and development of communication Embed rigorous identification process Continue to use Routes to Inclusion process to support identification of need and support Embed rigorous monitoring of interventions and impact Support national awareness days Use PSHE curriculum to explore school 'not better, not worse, just different' ethos	School community maintains inclusivity and sense of belonging for all children and families			SLT

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of educational and associated services

Provision and strategies already in place:

- ✓ all steps have handrails
- ✓ all steps are marked with painted edges
- ✓ all teaching areas are ramped and accessible to wheelchairs/pushchairs and walking frames
- ✓ there is one step of internal steps but the rooms at the bottom of the steps are accessible via an external ramp
- ✓ every classroom is carpeted, at least in part
- ✓ school alarms are auditory and some have visual components
- ✓ there are fire evacuation procedures in place together with regular practices that include reference to PEEPS for children requiring them
- ✓ Inclusion Leader is aware of how to access high-cost equipment for identified children through both County & City Local Authorities
- ✓ changing/First Aid facilities are in place
- ✓ adapted toilets are in place
- ✓ all doors have handles that are visible in the event of fire
- ✓ emergency lighting in place

	Targets	Strategies	Outcome	Timeframe	Personnel	Monitoring
Short-term	To allow children access to sensory facilities	Develop use if interoceptive curriculum Continue to provide proprioception, as both planned sessions and 'in the moment' intervention	Children have access to high quality facilities and interventions	Ongoing	SEND Staff External agency professionals (Autism Team/LST) Health and Safety Officer	Headteacher Inclusion Governor
	To allow children accessible learning environments	Set up workstations, both in or outside classrooms where needed Continue to develop bespoke provision spaces as required through use of the Inclusion Bases	Children have appropriate, consistent learning environment in and out of classrooms			

	Review accessibility of all areas around school site as newly identified need arises	Staff identify challenges and report to Inclusion Lead/SLT SLT, with Health and Safety Officer, consider solutions	All areas of school accessible			
Medium-term	Continue to develop resources according to needs of SEND pupils	Audit pupils and liaise with parents and outside agencies Ensure parents involved in feedback around IEPs and levels of provision	Children adequately resourced and accessing curriculum	Ongoing	Keyworker staff Inclusion Lead	Headteacher Inclusion Lead Inclusion Governor
Long-term	To maintain high quality environment in terms of accessibility	Annual audit of school environment to ensure high quality facilities using range of SEFs provided by the Trust	Physical environment of the school is maintained and suitable for a range of needs	Ongoing	Head Teacher I Site Manager, Link Governor	Headteacher Governor for SEND

Improving communication through a variety of written and other media

Provision and strategies already in place:

- ✓ Whole school oracy strategies
- ✓ Dual coding teaching and learning resources for children and staff
- ✓ Visual timetables are used in all classrooms
- ✓ Signs and symbols are used to label areas and resources in the classrooms
- ✓ Develop use of Makaton signs by staff
- ✓ Enlarged text and written print
- ✓ Use dyslexia-friendly strategies/resources across school
- ✓ School uses child-friendly text from school handwriting policy (Nelson)
- ✓ Use of Communication Boards, Core-Word Boards and AAC as appropriate.
- ✓ Support from in-house SALT on a fortnightly basis to advise on strategies to support language development
- ✓ NELI intervention in EYFS/KS1
- ✓ School uses available interpreters for Multi Agency meetings
- ✓ Use of text-based Schools Communication system to message parents
- ✓ Website has translation option
- ✓ Digital technology used to translate documents
- ✓ Pastoral Lead and Office staff support parents in accessing documentation and external agency services as needed.

	Targets	Strategies	Outcome	Timeframe	Personnel	Monitoring
Short-term	Continue to ensure that the environment is accessible to all children	Dual coded teaching and learning resources Ensure that all resources are labelled with symbols Ensure that print is enlarged as appropriate Use buff/coloured paper and whiteboard/Powerpoint backgrounds, friendly fonts, coloured overlays and tabletop resources. Use a range of teaching resources and media Displays to be muted and minimalist, displaying essentials only. Visual resources are part of learning walk and book look audits	Children see familiar icons to support learning Resources labelled; children able to access resources independently Refer to BDA Dyslexia Style Guide 2018 All children will access knowledge-rich curriculum The use of visual prompts in classes and for individual children continues to be a non-negotiable across school, including dual coding	Ongoing	All teaching staff	SLT Inclusion Lead Inclusion Governor
	Maintain use of consistent Widgit signs and symbols visual resources across school	Widgit supports bespoke, personalised resources such as timetables, social stories, communication aids All staff have access to Widgit online Resources created saved to shared folder Widgit used to create visual timetables and support teaching and learning in all classrooms,	All children access routines and resources independently Total communication approach embedded in classrooms Personalised bespoke visual communication	Ongoing	All teaching staff	SLT Inclusion Lead Inclusion Governor

		bespoke social stories and communication resources	resources available to all children in need			
	Makaton continues to support total communication approach across school	Staff refresher training Routine use during registers Makaton signed singing in classes and assemblies	Staff familiar with Makaton signs for agreed basic vocabulary (e.g. register) All children access sign supported language	Ongoing	All teaching staff	SLT Inclusion Lead Inclusion Governor
	School information accessible to whole school community	Website has translation options in range of languages, including and especially those relevant to school cohort Digital translation resources used to translate key written communications Visuals used to support key information Meetings organised creatively to make use of multi-agency interpreter services	All families have access to school information	Ongoing	All staff	SLT
Medium-term	Continue to maintain and develop accessible communication to all children	Maintain and develop use of Makaton signs. Pre-teach to embed vocabulary Support spoken word with visuals where appropriate/necessary. Develop use of communication strategies such as PECs and Intensive Interaction	Children's language acquisition, communication and awareness supported Children develop early communication	Ongoing	All teaching staff	HT Inclusion Leader Inclusion Governor

		Embed Talk Boost/NELI intervention in EY/KS1 setting Continue use of oracy strategies	Children develop early language Children develop communication and interaction skills			
Long term	Sustain strategies	Audit learning environment and resources to ensure that provision is in place Organise CPD as required	Provision audited, updated and responds to children's needs Staff are confident to maintain and/or deliver strategies	Ongoing	All staff	HT Inclusion Leader Inclusion Lead

Plan reviewed by: A Taylor (SENCo) C Stafford (Headteacher) K Lee (SEND Governor)

Date: October 2026

Date of next review: September 2029