

Elham Church of England Primary School

Creating lifelong learners guided by God's teaching.



SEND Accessibility Plan 2026/27–2029/30

September 2026

(Awaiting Approval at the 7th October 2026 FGB)

Our School Vision

At Elham, we believe that every child is a unique gift from God, with their own potential to flourish and grow. Guided by Christian faith and love, our school is a nurturing community where all are welcomed, valued, and inspired to aim high, act with compassion, and live with integrity. We instill a deep sense of **faith**, hope, and purpose, encouraging our pupils to act with **empathy** and serve others with love.

We are committed to **achievement for all**, ensuring that every child—regardless of background or starting point—is supported and challenged to thrive. We are guided by a belief in encouraging children to dream boldly and persevere with purpose. Learning is our purpose and commitment.

We are a **community**, deeply rooted in our rural location and influenced strongly by our local parish. We are here for our children and their families, and we recognise the central role we play as a part of our village.

We celebrate ambition and through a rich and inclusive curriculum, we help our children grow into confident, kind, and thoughtful individuals who make a positive difference in the world.

Our Narrative

New Living Translation John 6:5-14 Jesus Feeds the Five Thousand

5 Jesus soon saw a huge crowd of people coming to look for him. Turning to Philip, he asked, "Where can we buy bread to feed all these people?"
6 He was testing Philip, for he already knew what he was going to do.
7 Philip replied, "Even if we worked for months, we wouldn't have enough money^[a] to feed them!" 8 Then Andrew, Simon Peter's brother, spoke up. 9 "There's a young boy here with five barley loaves and two fish. But what good is that with this huge crowd?"
10 "Tell everyone to sit down," Jesus said. So they all sat down on the grassy slopes. (The men alone numbered about 5,000.) 11 Then Jesus took the loaves, gave thanks to God, and distributed them to the people. Afterwards he did the same with the fish. And they all ate as much as they wanted. 12 After everyone was full, Jesus told his disciples, "Now gather the leftovers, so that nothing is wasted." 13 So they picked up the pieces and filled twelve baskets with scraps left by the people who had eaten from the five barley loaves. 14 When the people saw him^[b] do this miraculous sign, they exclaimed, "Surely, he is the Prophet we have been expecting!"^[c]

Approved by	Governing Body
Plan period	2026/27–2029/30
Responsible person	Headteacher
Review	At least annually
Next full review	2029/30

1. Our commitment

At Elham Church of England Primary School, accessibility means more than physical access to our buildings. We seek to identify and remove barriers that may prevent pupils from learning, participating, communicating, playing and belonging.

As a small village Church of England primary school, we know our pupils individually and work closely with families to understand their strengths, needs and experiences. We use high-quality teaching, adaptive practice, reasonable adjustments and a range of resources and environments to enable pupils to participate as fully and independently as possible.

Our Christian vision is rooted in faith, achievement, community and empathy. We seek to ensure that all children are treated with dignity, compassion and respect, and that barriers to participation are identified and addressed.

Elham Church of England Primary School is committed to challenging negative attitudes towards disability and to promoting a culture of awareness, respect, tolerance and inclusion. We seek to ensure that disabled pupils are valued as full members of the school community and are able to participate in school life alongside their peers.

This commitment is reflected in our curriculum, relationships, pastoral provision and wider school life, as well as through the reasonable adjustments and adaptations we make to remove barriers to participation.

This Accessibility Plan has been prepared in accordance with the Equality Act 2010. It sets out the actions the school will take to increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment, and improve the delivery of information in accessible formats.

2. Scope and relationship with other school policies

The Accessibility Plan should be read alongside the school's SEND Policy, SEND Information Report, Equality Policy / Equality Information and Objectives, Supporting Children with Medical Needs Policy, Behaviour Policy and Safeguarding and Child Protection Policy.

The Accessibility Plan concerns the school's duties towards disabled pupils under the Equality Act 2010. Not every pupil with SEND will meet the Equality Act definition of disability, and not every disabled pupil will have SEND. The school will consider accessibility and reasonable adjustments on an individual basis.

Individual pupils may require additional reasonable adjustments or specialist provision according to their needs. These will be identified, implemented and reviewed through the school's graduated approach of Assess, Plan, Do and Review.

3. Increasing access to the curriculum

Elham Church of England Primary School is committed to providing an ambitious, inclusive curriculum and high-quality teaching for all pupils. The school seeks to identify and reduce barriers through adaptive teaching, appropriate scaffolding, clear explanation, modelling, practical resources, visual support and reasonable adjustments.

As part of the school's universal offer, staff use:

- visual timetables;
- Widgit symbols and other visual supports in lessons and displays;
- regular sensory and movement breaks where staff identify that a class or individual pupil would benefit;
- a range of teaching approaches and resources designed to support access to learning.

Where an individual need is identified, targeted support may include:

- Now and Next boards;
- Social Stories;
- ear defenders;

- distraction boards;
- wobble seats and resistance bands;
- sensory and focus toys; and
- other reasonable adjustments identified through the graduated approach.

Where more specialist support is required, the school can make use of Clicker, including its text-to-speech function, and will consider advice from relevant external professionals where appropriate.

The school has undertaken Good Autism Practice (GAP) training within the last 12 months. During 2026/27, the school also intends to develop staff expertise in Makaton to further strengthen its ability to support pupils with communication needs.

Forest School operates on site during Terms 1, 4 and 6. Accessibility is considered when planning Forest School activities so that disabled pupils can participate wherever reasonably practicable. Where the usual Forest School environment would create a barrier, activities can be adapted or relocated.

4. Improving the physical environment

The school considers both physical and sensory accessibility when reviewing the environment and when responding to individual pupils' needs.

The school currently provides:

- two main entrances, including a pedestrian entrance with ramped access to the playground and school building;
- a main entrance providing step-free access to the school and arrangements for parking, pick-up and drop-off where families require vehicle assistance;
- a completely stair-free internal school building;
- ramped access from the EYFS classroom to the EYFS outdoor area;
- a disabled toilet;
- step-free access to the playground from the main hall via a ramp;
- The Nest, a dedicated sensory and quiet space with sensory lighting and an environment in which pupils can calm and regulate where this forms part of their support; and
- a range of play and social opportunities through the school's OPAL-style approach.

The OPAL-style approach includes open-ended resources such as tyres, planks and crates for den building and construction, together with water play using large tubs, boats, funnels, guttering and similar resources. The library also provides an alternative indoor space during lunchtime play. It is staffed by volunteer librarians on Tuesdays, Wednesdays and Thursdays and is also available on Mondays and Fridays when the field is not in use, for example because of poor weather. Activities include Lego, knitting, colouring and reading.

The school field is not currently accessible for wheelchair users. The school recognises this as a limitation of the current site. Where an activity on the field would prevent a disabled pupil from participating, the school will identify a reasonable alternative. For example, Forest School activities can be relocated to the playground and arrangements for Sports Day can be adapted where necessary.

The school will keep the accessibility of the field under review. If an identified need arises, the school will consider possible accessibility improvements and, where appropriate, explore funding opportunities with the PTA, Kent County Council and other relevant sources. In the absence of an identified need, limited school resources will continue to be prioritised towards current pupil need and statutory responsibilities.

5. Improving the delivery of information

The school recognises that information which is accessible to most pupils, parents and carers may not be accessible to everyone. The school will make reasonable adjustments and provide information in an appropriate format where a need is identified.

Communication with families is deliberately flexible. The school maintains an open-door approach and leadership will endeavour to make time for parents and carers who wish to discuss their child's education or other matters affecting school life.

Families can communicate with the school through:

- email;
- telephone;
- face-to-face discussion; and
- ClassDojo Messenger.

The school also provides a Parent Forum each half-term, through which class representatives can raise issues and discuss potential changes with school leadership.

Where required, the school will consider providing translated copies of written information or spoken recordings of letters. The school website and school Facebook page are regularly updated, and ClassDojo pages are maintained by staff for approved parents and carers.

Within the curriculum, visual information and Widgit symbols are used where appropriate. Clicker and its text-to-speech function can be used to support pupils who require an alternative or enhanced means of accessing and producing information.

6. Educational visits, activities and participation

The school aims to ensure that disabled pupils can participate in educational visits, sporting activities, performances, Forest School and other enrichment opportunities wherever reasonably practicable.

A risk assessment is completed before educational visits and activities. This includes consideration of the needs of individual pupils, including identified disabilities, additional needs and relevant medical or other factors that could affect safe participation. Reasonable adjustments are made where necessary.

The school will work with pupils, parents or carers and relevant staff to identify appropriate adjustments and, where necessary, consider advice from external professionals.

7. Emergency evacuation

The school does not currently have a Personal Emergency Evacuation Plan (PEEP) in place for any pupil because no pupil currently requires one. If a pupil who required individual evacuation arrangements joined the school, the Headteacher would ensure that an appropriate plan was developed in consultation with the pupil, their family and relevant staff, with specialist advice sought where appropriate.

The aim would be to ensure that the pupil could be evacuated safely and with dignity, and that all staff involved understood their responsibilities.

8. Accessibility Action Plan 2026/27–2029/30

Priority	Actions	Success criteria	Timescale	Lead
Strengthen adaptive and accessible teaching	Continue to develop staff practice around adaptive teaching, visual support, scaffolding, reasonable adjustments and appropriate use of assistive technology.	Teachers identify and reduce barriers while maintaining high expectations. Appropriate adjustments are embedded in classroom practice.	2026/27–2029/30; ongoing	Headteacher / SENCO / Teachers
Develop communication support	Develop staff expertise in Makaton during 2026/27 and continue to use Widgit, visual timetables, Now and Next boards, Social Stories and other communication supports according to identified need.	Staff have increased confidence in supporting pupils with communication needs and pupils can access appropriate communication supports.	2026/27, then ongoing	Headteacher / SENCO

Maintain sensory accessibility	Continue universal sensory and movement breaks and maintain access to The Nest and targeted sensory/focus resources where individual need has been identified.	Pupils who require sensory or regulation support have appropriate adjustments and can increasingly access learning and school life successfully.	Ongoing	Headteacher / SENCO / Teachers
Maintain accessible physical routes	Maintain step-free access to the school, playground and relevant outdoor areas, including ramps and the disabled toilet. Review accessibility when pupil needs change.	Accessible routes and facilities remain safe, available and appropriate for pupils and visitors who require them.	Ongoing	Headteacher
Inclusive play and participation	Continue the OPAL-style approach, including varied active, creative, sensory, social and quieter play opportunities. Maintain library access at lunchtime.	Pupils with disabilities have meaningful opportunities to participate in play and social activities.	Ongoing	Headteacher / Staff
Accessible outdoor learning	Consider accessibility when planning Forest School and outdoor activities. Relocate or adapt activities where the normal environment creates a barrier.	Disabled pupils can participate in Forest School and outdoor learning wherever reasonably practicable.	Ongoing	Headteacher / Forest School Lead
Field accessibility	Recognise the current limitation of the field. Where necessary, relocate activities or provide an equivalent accessible arrangement. Review the position if an identified need arises and explore external funding opportunities where appropriate.	No pupil is excluded from curriculum or wider school activities solely because the field is inaccessible to wheelchair users.	Ongoing; review annually	Headteacher

Accessible communication with families	Continue flexible communication through email, telephone, face-to-face discussion and ClassDojo. Provide translated copies or spoken recordings of written information where reasonably required.	Families can access important school information and communicate with school through an appropriate channel.	Ongoing	Headteacher / School Office
Educational visits and activities	Ensure accessibility and individual needs are considered within risk assessments and planning for trips, sports, performances and other activities.	Reasonable adjustments are identified and implemented so disabled pupils can participate wherever reasonably practicable.	Ongoing	Headteacher / Teachers
Emergency evacuation arrangements	If a pupil requires individual evacuation arrangements, develop a PEEP in consultation with the pupil, family, relevant staff and appropriate professionals.	Any pupil requiring individual evacuation arrangements has a clear, understood and regularly reviewed plan.	As required	Headteacher
Accessibility in future developments	Consider accessibility when purchasing equipment, changing spaces or planning future site improvements.	Accessibility is considered proactively in decisions about the school environment and resources.	Ongoing	Headteacher / Governors

9. Monitoring, review and evaluation

The Headteacher is responsible for the implementation and oversight of this Accessibility Plan. Progress will be reviewed at least annually and reported through the school's existing monitoring and governance arrangements.

The annual review will consider:

- whether planned actions have been completed or are progressing appropriately;
- whether identified barriers have been reduced;
- feedback from disabled pupils and their families;
- the effectiveness of reasonable adjustments;
- changes in the needs of pupils currently attending the school;
- the accessibility implications of any changes to the curriculum, staffing, premises or resources; and
- whether any new priorities should be added to the plan.

The plan will be updated where circumstances change and will be formally reviewed at least annually during the plan period. A full review will take place during 2029/30.

The Accessibility Plan will be published on the school website and will be available in an alternative format on request.

10. Equality and reasonable adjustments

Elham Church of England Primary School recognises its duties under the Equality Act 2010. The school will consider reasonable adjustments to policies, practices, auxiliary aids and physical arrangements where required to prevent disabled pupils from being placed at a substantial disadvantage.

The school seeks to anticipate potential barriers wherever possible, while recognising that individual needs vary and that effective adjustments must be considered on a case-by-case basis. Pupils and their families will be involved in discussions about significant adjustments wherever appropriate.

Our aim is that every child is able to belong, participate, learn and achieve as a valued member of the Elham school community.

11. Attendance

The school recognises that disability can, in some circumstances, create barriers to regular attendance and participation. Where a disabled pupil experiences difficulties attending school, the school will work with the pupil and their family to understand the barriers and consider appropriate reasonable adjustments and support.

This may include adaptations to routines, transitions, the physical environment, communication, access to learning, sensory provision or other aspects of school life. Attendance information will be considered alongside the individual circumstances and needs of the pupil, with the aim of removing barriers and supporting pupils to participate fully in school life.

This policy should be read alongside the school's [Attendance Policy](#).

12. Governance and Monitoring

The Governing Body has oversight of the Accessibility Plan and is responsible for ensuring that it is implemented, monitored and reviewed. Governors will receive appropriate updates on progress against the plan and will provide challenge and support to ensure that identified actions are implemented effectively.

The Accessibility Plan will be reviewed at least annually and formally updated as necessary to reflect the changing needs of the school community, developments in provision and any changes to the school environment.

This policy was approved by the Governing Body on:

Ed Robbins Date
(Chair of Governors)

Joseph Magliocco Date
(Headteacher)

This policy will be reviewed by the Full Governing Body on an annual basis