



Sprowston Junior School

Accessibility Plan 2026-2029

Agreed by: Full Governing Board on 24 February 2026

Review: February 2027

Section: Increase the extent to which pupils with disabilities can participate in the curriculum



Current Good Practice

Sprowston Junior School demonstrates a strong commitment to ensuring pupils with disabilities participate fully in the curriculum. The school currently implements an adapted curriculum that is regularly reviewed to meet the diverse needs of all pupils, including those with SEND and EHCPs, which represent a significant proportion of the school population (21% SEND, 19 EHCP children). The school uses a wide range of specialist resources and adaptations such as coloured overlays, dyslexia-friendly books, individual workstations, and assistive technology to support accessibility. Visual timetables and individual timetables for pupils with severe learning needs are well established, alongside targeted intervention programmes.

Staff are trained in supporting pupils with disabilities, including ASD, ADHD, and dyslexia, supported by an Autism Champion, Mental Health Champion, and Domestic Violence Champion. The school actively involves pupils and parents in setting and reviewing Individual Pupil Passports and collaborates closely with external agencies to ensure tailored support. Risk assessments and health care plans are carefully managed to promote safe participation in all activities, including trips. The curriculum is enriched with cultural learning and equality and diversity themes, supporting inclusive attitudes and pupil engagements a

The school has a Specialist Hub of Inclusive Practice with 16 places for children with co-occurring needs. The SHIP children integrate well into all aspects of school life, attending year group lessons, assemblies, school trips, special events and build relationships with children in the mainstream classes.

OFSTED has recognised the school's effective adaptations and positive relationships which enable pupils with SEND to make strong progress and participate fully in lessons and wider school life. The school's improvement priorities and ongoing training plans, including neurodiversity training and curriculum review, demonstrate a forward-looking approach to further increasing participation and attainment for disabled pupils.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Audit staff training to ensure all staff are equipped to support pupils with disabilities	<ul style="list-style-type: none"> - Conduct a comprehensive audit of current staff training related to SEND and disability support - Identify gaps in training for staff working with pupils with disabilities - Schedule and deliver targeted training sessions, including updates on best practises and new strategies - Ensure all new staff receive induction training on SEND and disability inclusion 	<ul style="list-style-type: none"> - Complete training audit report with identified gaps - All staff have completed relevant training sessions - Training records updated and monitored - Staff report increased confidence in supporting disabled pupils 	SENCO Headteacher CPD Coordinator	Short Term (within 12 months)
Identify needs of new intake pupils with disabilities and provide additional resources and training	<ul style="list-style-type: none"> - Liaise with feeder infant schools, families, and external agencies to gather detailed 	<ul style="list-style-type: none"> - Comprehensive needs assessments completed before 	SENCO	Medium Term (prior to new)

	<p>information on new pupils' needs</p> <ul style="list-style-type: none"> - Review and update resource provision to meet identified needs before intake - Provide staff training or briefing on specific needs of new pupils - Prepare individual or group support plans as necessary 	<p>new intake</p> <ul style="list-style-type: none"> - Resources and adaptations in place for September start - Staff briefed and confident in supporting new pupils - Smooth transition with minimal barriers to curriculum participation 	Year 3 team	academic year)
<p>Analyse achievement data of different groups, including disabled pupils, to identify trends and close attainment gaps</p>	<ul style="list-style-type: none"> - Collect and analyse attainment and progress data by disability, SEND status, and other relevant groups - Identify gaps or underperformance trends - Develop targeted intervention strategies and monitor impact - Report findings to SLT and governors for accountability and action planning 	<ul style="list-style-type: none"> - Regular data reports showing progress of disabled pupils - Identification and reduction of attainment gaps over time - Targeted interventions showing measurable impact on pupil outcomes - Governors and SLT informed and engaged with progress 	Asses sment Lead SENC O SLT	Short term (termly analysis)
<p>Audit interventions for disabled pupils to evaluate success and impact</p>	<ul style="list-style-type: none"> - Review all current interventions targeting disabled pupils 	<ul style="list-style-type: none"> - Detailed intervention audit report 	SENC O	Medium Term

	<ul style="list-style-type: none"> - Collect feedback from staff, pupils, and parents on intervention effectiveness - Analyse progress data linked to interventions - Adjust or replace interventions based on findings to improve outcomes 	<p>completed</p> <ul style="list-style-type: none"> - Evidence of positive impact from interventions - Adjustments made to improve intervention effectiveness - Increased progress and engagement of disabled pupils 	SLT Intervention Coordinators	(within one academic year)
Audit any dual language books and resources in the library and increase availability to support diverse learners	<ul style="list-style-type: none"> - Conduct inventory of current dual language and accessible books - Identify gaps in languages and formats relevant to pupil needs - Purchase and display new dual language and accessible resources - Promote use of these resources to pupils and staff 	<ul style="list-style-type: none"> - Expanded range of dual language and accessible books available - Increased pupil borrowing and use of these resources - Positive feedback from pupils and staff on resource usefulness 	SENCO SLT	Medium Term (within one academic year)
Audit participation in after-school clubs by disabled pupils and investigate appropriate provision if gaps identified	<ul style="list-style-type: none"> - Collect and analyse data on after-school club participation by disability and SEND status - Identify any underrepresentation or barriers to participation 	<ul style="list-style-type: none"> - Increased participation rates of disabled pupils in after-school clubs - Evidence of barrier removal and positive 	PE Coordinator SENCO Club	Medium Term (within one academic year)

	<ul style="list-style-type: none"> - Consult with pupils and parents on preferred club types and access needs - Adapt existing clubs or create new inclusive clubs to increase participation 	<p>pupil feedback</p> <ul style="list-style-type: none"> - Inclusive club provision embedded in school offer 	Leaders	
Ensure curriculum design balances cultural learning and tackles equality and diversity themes to support inclusion	<ul style="list-style-type: none"> - Review curriculum plans and subject overviews for coverage of cultural and diversity topics - Embed disability awareness and inclusion themes across subjects - Provide staff CPD on delivering equality and diversity education effectively - Involve pupils in curriculum development and feedback on inclusivity 	<ul style="list-style-type: none"> - Curriculum documents demonstrate balanced cultural and diversity content - Staff confident and skilled in delivering inclusive curriculum - Pupils demonstrate understanding and respect for diversity including disability - Positive feedback from pupils, parents, and governors 	Curriculum Lead SENCO Subject Leaders	Long Term (over next 2-3 years)
Evaluate curriculum offer to ensure equal access for all pupils, including those with disabilities. This includes the development of the mainstream & SHIP curriculums.	<ul style="list-style-type: none"> - Conduct comprehensive review of curriculum accessibility and inclusivity - Use pupil achievement, engagement, and feedback data to identify barriers - Make recommendations for 	<ul style="list-style-type: none"> - Clear evidence of curriculum accessibility improvements - Increased participation and attainment of disabled 	SLT Curriculum Lead SENCO	Long Term (over next 2-3 years)

	<p>curriculum adaptations and resources</p> <ul style="list-style-type: none"> - Implement changes and monitor impact on disabled pupils' participation and progress 	<p>pupils</p> <ul style="list-style-type: none"> - Positive stakeholder feedback on curriculum inclusivity - Continuous cycle of review and improvement established 		
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Section: Improve the availability of accessible information to pupils with disabilities

Current Good Practice

Sprowston Junior School demonstrates a positive and inclusive ethos in making information accessible to pupils with disabilities. The school actively uses a range of communication methods including email, text messaging, Twitter, and a dedicated school app to share information widely and promptly. The open-door policy and availability of inclusive staff offer support to pupils and families who may need tailored communication. The school assesses pupils for visual stress and provides coloured overlays and coloured paper as needed, with interactive whiteboards and matt laminates used to reduce visual glare in classrooms. Letters, reports, and other critical documents are available on request in large print, translated formats, or on coloured paper to support diverse needs. The school also ensures that separated parents receive duplicate copies of reports, promoting equitable access to information. Facilities such as a hearing loop at the main office further support accessibility for pupils or parents with hearing impairments. The school website, Twitter, and app are key channels for communication with families, complemented by a new biennial disability survey that informs an action plan to continually improve accessibility. These practices align well with the school's



vision of building solid foundations and ensuring all pupils can achieve their full potential, as highlighted in OFSTED's recent report which praised the school's inclusive environment and positive pupil relationships.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Review website for accessibility compliance and support links	<ul style="list-style-type: none"> - Conduct a full accessibility audit of the school website focusing on compliance with accessibility standards (e.g., WCAG). - Update website content and navigation to improve accessibility. - Add and regularly update links to relevant support groups (e.g., Young Carers, Childline, Domestic Violence helpline). - Consult with pupils and parents with disabilities for feedback on accessibility. 	<ul style="list-style-type: none"> - Website passes accessibility audit with no major issues. - Support groups' links are clearly visible and regularly updated. - Positive feedback from disabled pupils and parents on website usability. 	School Business Manager / ICT Lead	Short term (within 12 months)
Share updated disability policy with all stakeholders	<ul style="list-style-type: none"> - Review and revise the current disability policy to ensure clarity and accessibility. - Distribute the updated policy to staff, pupils, parents, governors, and community partners via 	<ul style="list-style-type: none"> - All stakeholders have access to the updated policy. - Staff and governors demonstrate understanding of the policy's content and their responsibilities. - Positive engagement and feedback during sessions. 	SENCO / Headteacher	Short term (within 6 months)

	<p>multiple formats (email, website, printed copies).</p> <ul style="list-style-type: none"> - Hold information sessions or briefings for staff and governors to discuss the policy and its implications. 			
<p>Signposting to support agencies & promotion of available support</p>	<ul style="list-style-type: none"> - Collaborate with local support agencies to obtain up-to-date information and materials. - Promote support agencies to raise awareness including meetings with the School & Communities Team. 	<ul style="list-style-type: none"> - Information is promoted in lobby and in emails. - Materials are current, relevant, and accessible. - Increased awareness and use of support services reported by families and staff. 	<p>Site Manager / Pastoral Lead</p>	<p>Short term (within 6 months)</p>
<p>Review & Implement improved signage throughout the school</p>	<ul style="list-style-type: none"> - Prioritise and replace or add signage based on audit findings. - Ensure all new signage meets accessibility standards (clear fonts, high contrast, pictorial symbols where appropriate). - Introduce dual language signage in key areas to support multilingual pupils and families where possible. - Monitor and gather feedback on signage effectiveness from pupils and visitors. 	<ul style="list-style-type: none"> - New signage installed in all priority areas. - Positive feedback from pupils, staff, and visitors regarding ease of navigation and understanding. - Multilingual signage supports communication with diverse families. 	<p>Site Manager / SENCO</p>	<p>Medium term (within 18 months)</p>

<p>Evaluate the overall effectiveness of accessible information provision</p>	<ul style="list-style-type: none"> - Develop evaluation tools (surveys, focus groups) for pupils, parents, and staff to assess accessibility of information. - Review and analyse feedback to identify strengths and areas for improvement. - Report findings to leadership and governing body. - Adjust accessibility approaches and resources based on evaluation outcomes. 	<ul style="list-style-type: none"> - Evaluation completed with comprehensive feedback collected. - Action plan developed to address identified gaps. - Continuous improvement cycle established for accessibility provision. 	<p>SENCO / Headteacher</p>	<p>Long term (ongoing, annual review)</p>
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This plan ensures that Sprowston Junior School continues to improve the availability and accessibility of information for pupils with disabilities and their families, in line with statutory requirements under the Equality Act 2010 and OFSTED expectations.

Section: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided



Current Good Practice

Sprowston Junior School has established strong foundations in providing an accessible and supportive physical environment for pupils with disabilities. The school site includes wheelchair-accessible playgrounds and entrances, ensuring physical mobility around key outdoor and indoor areas. Facilities such as a disabled toilet, lowered access at the side door, and a disabled parking space demonstrate commitment to inclusivity. The school also caters to sensory and communication needs with corridor lighting adapted for visual impairments, blinds in classrooms to support pupils with Autism Spectrum Disorder (ASD), and the use of sound-field hearing support systems alongside a hearing loop at the main office. Quiet areas both indoors and on the playground provide calm spaces for pupils requiring sensory breaks or individual/small-group support. Additionally, bespoke fire evacuation plans and regular drills for pupils ensure safety for all. These provisions align well with the school’s vision of “building and working together” to enable all pupils to achieve their full potential and reflect OFSTED’s recognition of positive behaviour and inclusion in the school community. The school’s annual environment audit further supports ongoing identification and response to accessibility needs, aligning with school improvement priorities around infrastructure readiness and inclusive practice.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Ensure any works completed on the premises are DDA compliant and reflect the needs of all users	<ul style="list-style-type: none"> - Review all current and planned building works against DDA standards - Consult with disabled pupils, parents, and staff on accessibility needs 	<ul style="list-style-type: none"> - All new and refurbished areas fully comply with DDA requirements - Positive feedback from stakeholders on 	Site Manager / Headteacher / SENDCO	Immediate and ongoing

	<ul style="list-style-type: none"> - Engage qualified accessibility consultants for major projects - Include accessibility criteria in tender and contract documents for contractors 	<p>accessibility improvements</p> <ul style="list-style-type: none"> - No accessibility-related complaints or barriers reported post-completion 		
<p>Audit use of Disabled Parking Space – invite stakeholders to comment – review position and improve alongside new SHIP parking areas and new disabled parking space outside the SHIP.</p>	<ul style="list-style-type: none"> - Conduct a usage audit of the disabled parking space over a term - Survey users and stakeholders (parents, staff, visitors) for feedback on location and usability - Review alternative locations or signage if needed 	<ul style="list-style-type: none"> - Clear data on parking space usage and accessibility - Stakeholder consensus on adequacy of current location or agreed plan for relocation/re-marking - Improved access and no parking complaints related to disabled space 	<p>Site Manager / Office Manager</p>	<p>Short term (within 10 months)</p>
<p>Improve access to the library for wheelchair users</p>	<ul style="list-style-type: none"> - Conduct an accessibility audit of the library entrance and internal layout - Remove physical barriers and rearrange furniture to allow easy wheelchair movement - Ensure library resources and technology are 	<ul style="list-style-type: none"> - Library fully accessible for wheelchair users with no obstructions - Wheelchair-using pupils report ease of access and use - Increased library 	<p>SENCO / Library Coordinator / Site Manager</p>	<p>Medium term (within 12 months)</p>

	accessible at appropriate heights	usage by pupils with mobility impairments		
Review office area to ensure we are DDA compliant.	<ul style="list-style-type: none"> - Conduct a needs assessment for office accessibility - Review any changes required and implement in the School development plan - Include features such as accessible counters, hearing loop, and wheelchair access 	<ul style="list-style-type: none"> - Office meets all DDA compliance standards - Positive feedback from disabled pupils, parents, and visitors - Office staff report improved ability to support disabled visitors 	Headteacher / Site Manager / Business Manager	Long term (by 2027/28 academic year)
Review access to stage area	<ul style="list-style-type: none"> - Assess current stage access points for barriers - Review access to the stage for disabled pupils to see if any equipment can be installed to improve access for pupils. - Train staff on safe use of any new equipment 	<ul style="list-style-type: none"> - Stage is accessible to those with mobility difficulties - Pupils with disabilities participate fully in stage activities - No safety incidents related to stage access 	Site Manager / Inclusion Lead	Long term (by 2027/28 academic year)

This plan will be regularly reviewed and updated to reflect progress and emerging needs, ensuring that Sprowston Junior School continues to provide an inclusive and accessible environment in line with statutory duties under the Equality Act 2010 and OFSTED expectations.

