



Baslow St-Anne's C of E Accessibility Action Plan



Growing healthy minds and hearts together
"Life in all its fullness"



Version/ Issue	Date	Minute Number	Author	Reason for Change
1	Sept. 2023		M Clark	
2	July 2026	12.1/FGB/0726	M Clark	Updated 3 year plan

Approved by: Mrs Marie Clark (Headteacher) & FGB

Baslow St. Anne's
Church of England Primary School
3 year
Accessibility Action plan 2026-2029

Issue	Action steps	Budget requirements	Person Responsible	Success Criteria	Time scale
White Paper implications	- SH/MC complete DfE update to be fully informed of impact and changes - Inform governors in July 2026 FGB meeting - Inform staff so all aware of requirements and changes - Change language/documents used in line with the White Paper		MC/SH Supported by HM (KRG)	Staff and governors aware of what the White Paper is and the implications of the revised changes. School adopted and amended where necessary language and documents in line with the WP	July 2026
Ofsted readiness ensuring optimum inclusion and accessibility for all	- SH/MC fully informed on the requirements needed for Ofsted and share with staff at staff meeting - SH informed through	£50	SH/MC SH	School well prepared and confident in the provision for our vulnerable children Evidence to show	Spring 2 2026 onwards

	SENDCo days and SENDCo training • MC access Ofsted readiness course and disseminate information • Gather evidence of how our vulnerable children are supported and access a 'life in all its fullness' at school • SEND governor to monitor, ask questions, complete learning walk/s and see case studies	£100	MC MC/SH HM/SH/MC	optimum provision and outcomes Staff and governors fully prepared for inspection Strong outcomes from inspections School continuously evolving to ensure full inclusion for all	
Consistency in inclusion/SEND/accessibility across the school	• IEPs (becoming ISPs) all consistent format across the school • Visuals throughout the school on recommendation of HM • Visuals and communication aids developed and incorporated in classrooms and around school • Language and continue consistency within each classroom • Communication Pathway as a child enters the		SH/MC Supported by HM (KRG)	All practice, language, visuals, documents are consistent throughout school Increased information about the children pre to starting school to readily inform to ensure correct ongoing support	Spring 2 2026

	school/communication 'cookbook' pack and check ins on Google Forms • Communication Trust Progression Tool used as a baseline screener on entry to school then as a Y2 • Children's medical/historical eg: premature birth on admissions form				
Applications for Inclusion Funding /EHCPs when appropriate	• Apply for Inclusion Funding /EHCPs to effectively support children where additional support is needed		MC SENCo SH	Additional funding to support vulnerable children and meet their needs and development Reduce pressure on teaching staff with additional support	As required
No access for wheelchair users from main entrance to hall due to steps. (Please note access is available to all areas via two different entrances)	• To be developed if required by pupil wheel chair user	As and when DCC	Headteacher R Mullins FGB	Disabled access to all areas via a lift in the hall	As required

Purchase and organise sensory circuit resources to enable children to access at the start of the day and throughout if needed	• Guided by ISAT to optimum resources needed • Audit what already in place • Purchase resources • Organise and set up for sensory circuit • Monitor impact	£500	Rachel B ISAT MC SH	Resources organised so optimum use and impact for sensory circuits Children access to support transitions into school and support self regulation	Summer 1 2026 onwards
Improved access to the curriculum for pupils with SEN and staff knowledge	• Staff training - ISAT support ie: language barriers HM trained staff in communication needs and consistency in school • Continue 'Dyslexia Indicator' assessments • Buy in Dyscalculia Indicator kit • AET to track and monitor progress • Input of effective assessment and monitoring system for TLAs to gauge against targets set and feedback to the teacher • SH complete NPQSENCo award • SENDCo development days		Headteacher SENCo /SH/KRG/ISAT	Staff confidence in identifying and teaching pupils with dyslexia improved and meeting the additional needs for ASD Confidence in carrying out 'Dyslexia Indicator' assessments. Confidence in carrying out and working with outcomes from Dyscalculia Indicator test Informing children and parents of barriers and next step Effective resources	Spring 2 2026 onwards

	• DfE updates including White Paper			implemented. Staff more informed and trained to ensure consistency and optimum effectiveness	
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