



“Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.”
(1 Timothy 4:12)

St Paul’s Church of England Aided Primary

St Paul’s Strategic Planning for disability and accessibility 2025-2026

	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Curriculum	Pupil progress meetings end of each term to assess progress of pupils with disabilities and SEN. SEN information to be shared with TP	Audit resources for all subjects and identify gaps and complete bids – linked to all pupils	Evaluate provision across school and pupil tracking to identify any gaps	Review and audit existing resources for EYFS curriculum	Identify funds to improve access and develop planning strategy – to garden area.	Evaluate provision across school and pupil tracking to identify any gaps	Identify funds to improve access and develop planning strategy	DSP training	Evaluate provision across school and pupil tracking to identify any gaps
	Safeguarding training and DSP for SLT members	Review IEPs through, walkthroughs and checking if in line with CT’s data	Review local offer	Safeguarding training	Meeting with SEN,PP and NP (3 from each class) to discuss learning in class. Pupil questionnaire	Shadow curriculum access for specific pupil	Safeguarding training	Identify training for the year ahead	Audit pupils and their needs and develop new three year actions plan
	IDSS support developed in line with need	Monitor Provision mapping for all SEN pupils	Identify training needs for staff with regard for HI and put in place	Review and audit resources for pupils with gross/fine motor skills	CT’s to monitor Provision mapping for all pupils in their class and share with HT/DHT and SENCO	Monitor interventions and impact they are having on IEP/SEN children. Identify any training needs for staff with regard for speech and Language.	Monitor and evaluate effectiveness of training	Monitor Provision mapping for all pupils	Purchase resources to improve practice
Physical Environment	Audit room layout with CT’s related to pupils needs – especially hearing impaired.	Environment scrutiny linked to disabled pupils.	Audit accessibility to school for disabled pupils – EYFS	Audit room layout and design related to pupils needs	Audit accessibility to school for disabled pupils – KS1	Audit accessibility to school for disabled pupils – main areas	Audit room layout and design related to pupils needs.	Audit accessibility to school for disabled pupils – KS2	Audit environment for specific pupils needs and develop a plan to implement actions
	Monitor and evaluation the effectiveness of last year’s work	Health and Safety Walk	Review classroom allocation to maximise for all pupils	Review the outdoor provision for specific pupils	Health and Safety Walk	Review front access to support safety for all pupils.	Audit the whole school for auditory and perceptual needs	Health and Safety Walk	



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Information	Liaise with family support worker to identify support/ parental information given to parents with pupils who have a disability	Review care and control Policy	Review medicines policy to support pupils with complex needs.	Examine signage around school.	Evaluate new materials provided for pupils with SEN	Evaluate all improvements to changes made in information given.	Audit provision for pupils with a disability and develop resources to support areas for development.	Audit Bi Lingual provision for parents	Evaluate all improvements to changes made in information given.
	Review SEN Information Report	Deliver training for staff related to accessibility for pupils with a disability or medical need	Identify accessibility for pupils with speech and language	Training and resources in place to promote and support pupils with speech and language	Review all policies – school offer, inclusion etc	Seek REACTs views on accessibility around school and gather pupils voices	Review the use of outside agencies and signposting for parents	Review all policies – EO, inclusion, medical needs etc	