



Sawley Junior School Accessibility Action Plan for (2026-2029) – updated September 2026

Current Good Practice

- Sawley Junior School is committed to providing an inclusive environment which values and includes all pupils, staff, parents, carers and visitors regardless of physical, sensory, social, emotional, medical or learning needs.
- Staff work closely with parents, carers and external agencies to identify and remove barriers to learning and participation at the earliest opportunity.
- Reasonable adjustments are implemented through SEND Support Plans, EHCPs, Individual Healthcare Plans and risk assessments to enable pupils to access all aspects of school life.
- Website accessibility has been greatly improved due to the move to Juniper Education.
- The school provides accessible entrances, accessible toilet facilities, disabled parking and adapted learning environments where required.
- Staff receive regular training linked to SEND, safeguarding, medical needs, inclusion and accessibility.
- Adaptive teaching approaches are embedded across the curriculum to reduce barriers to learning and enable all pupils to achieve.
- A Personal Care Assistant has been appointed to support pupils' independence, personal care, social inclusion and participation in play during lunchtimes.
- The school provides access to Forest School and outdoor learning opportunities, enabling pupils with a range of additional needs to engage in practical, experiential learning and develop confidence, independence and social skills.
- The school actively promotes inclusive physical activity through its Enhanced School Sport Partnership package, including access to inclusive activities designed to increase participation for pupils with SEND.
- Pupils with SEND are provided with opportunities to participate in inclusive sporting events, including the ONE Academy Trust Unity Games.
- Pupils are supported to participate in trips, residential visits, clubs, leadership opportunities and enrichment activities through individual planning and reasonable adjustments.
- Information is available in alternative formats where required and staff work proactively to ensure parents and carers can access support and communications.
- The school is actively developing neurodiversity-informed practice through participation in the Derbyshire PINS project and wider inclusion initiatives.

1. Management & Review					
Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
Short Term					
1.1	Ensure accessibility remains central to school improvement and strategic planning.	- Review the Accessibility Plan annually. - Undertake regular accessibility audits. - Seek feedback from pupils, parents, staff and governors. - Link accessibility priorities to the School Development Plan and Equality Objectives.	- Accessibility priorities are regularly reviewed and updated. - Governors receive annual reports on progress. - The school remains compliant with Equality Act requirements.	Ongoing	Accessibility plan is built in to the Governor Policy Review Cycle. Policy shared at Governor Meeting 28.9.26
Medium Term					
1.2	Develop staff expertise in inclusion, neurodiversity, medical needs and reasonable adjustments.	- Deliver ongoing CPD linked to adaptive teaching, neurodiversity and identified pupil needs. - Review staff training requirements annually. - Share effective inclusive practice across the school. - Share emerging SEND, accessibility and inclusion developments with governors through annual reporting.	- Staff confidently identify and reduce barriers to learning. - Reasonable adjustments are consistently implemented.	Annual review	
Long term					
1.3	Embed accessibility considerations within all policies, procedures and strategic decisions.	Ensure accessibility is considered during policy reviews and curriculum development. Evaluate the impact of decisions on pupils with disabilities and additional needs.	Accessibility is fully embedded within school culture and decision-making.	2026-2029	

2. Improve Physical Access					
Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
Short Term					
2.1	Maintain a safe and accessible environment for all pupils, staff and visitors.	- Carry out regular site audits. - Ensure pathways, entrances, classrooms and communal areas remain accessible. - Address hazards and maintenance issues promptly.	All users can move safely and independently around the school wherever possible.	Ongoing	
Medium Term					
2.2	Ensure learning environments meet the needs of pupils with physical, sensory and medical needs.	- Review classroom layouts and access requirements annually. - Ensure specialist equipment and adaptations are available where required. - Consider accessibility when allocating classrooms and learning spaces.	Learning environments support full participation in school life.	Annual review	Environment audit completed in conjunction with DCC inclusion team July 2026.
2.3	Ensure pupils with medical conditions and disabilities can participate fully and safely in school life.	- Maintain robust healthcare plans, personal care plans and risk assessments. - Provide training for staff linked to identified needs. - Ensure emergency and evacuation procedures are accessible.	Pupils can access learning, enrichment opportunities and wider school activities safely and successfully.	Ongoing	Anaphylaxis and Allergy Policy updated September 2026 to ensure full compliance with Benedict's Law. September 2026 all children at risk of anaphylaxis have full risk assessments in place.
Long term					
2.4	Improve accessibility through future premises developments.	- Consider accessibility requirements during refurbishment and capital projects. - Continue to improve the learning environment in response to changing pupil needs.	Future developments improve access and inclusion for all users.	2026-2029	

3. Improve Curriculum Access					
Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
Short Term					
3.1	Ensure all pupils can access the curriculum through high-quality adaptive teaching.	- Implement School Development Plan priorities relating to adaptive teaching and inclusion. - Monitor classroom practice through learning walks, pupil voice and outcomes. - Ensure teachers consistently use reasonable adjustments and scaffolds to support access to learning.	- Teaching consistently removes barriers to learning. - All pupils are able to access a broad and balanced curriculum.	2026-2027	
3.2	Increase participation of pupils with SEND and disabilities in the wider life of the school.	- Monitor participation in clubs, Forest School, educational visits, residentials, sporting events and leadership opportunities. - Identify barriers to participation and implement reasonable adjustments. - Develop inclusive playground opportunities and structured play activities. - Deploy the Personal Care Assistant to support independence, social interaction, inclusion and engagement during lunchtimes. - Utilise inclusive activity programmes available through the Enhanced School Sport Partnership. - Promote participation in inclusive sporting events and competitions, including the ONE Academy Trust Unity Games.	- Pupils with SEND and disabilities participate fully in the academic, social, cultural, sporting and outdoor learning opportunities offered by the school. - Barriers to social inclusion are reduced. - Increased participation of pupils with SEND in playtimes, Forest School, clubs, sporting opportunities and enrichment activities. - Pupils report feeling included, safe and able to participate in social and physical activities.	Ongoing	Autumn 1 2026 analysis of participation completed.

3. Improve Curriculum Access					
Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
Medium Term					
3.3	Develop staff expertise in inclusive curriculum design and neurodiversity-informed practice.	- Deliver CPD focused on adaptive teaching, neurodiversity, communication needs, cognitive load and reasonable adjustments. - Share and evaluate effective classroom practice. - Review curriculum resources to ensure accessibility. - Draw upon learning from the DCC PINS Project and Trust-wide inclusion initiatives to further develop inclusive classroom practice.	- Staff effectively adapt learning whilst maintaining high expectations for all pupils. - Pupils experience an increasingly inclusive curriculum. - Reduced barriers to learning across all curriculum subjects.	2027-2028	
Long term					
3.4	Ensure curriculum resources, learning environments and enrichment opportunities are accessible to all learners.	- Review curriculum resources, assistive technology and learning environments annually. - Continue to reduce barriers to participation and achievement. - Develop a progressive programme of inclusive enrichment, sporting and leadership opportunities. - Maintain strong partnerships that support participation for pupils with SEND. - Consider accessibility and inclusion when introducing new curriculum initiatives and enrichment opportunities.	- Pupils with disabilities and additional needs achieve positive outcomes and participate fully in all aspects of school life. - Participation rates in enrichment and sporting opportunities are increasingly representative of the school's SEND population. - Pupils with SEND are supported to participate fully in the academic, social, cultural, sporting and outdoor learning opportunities offered by the school.	2028-2029	

4. Improve Access to Information					
Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
Short Term					
4.1	Ensure information is accessible to all members of the school community.	• Provide information in alternative formats where required. • Support families to access key school communications. • Make reasonable adjustments to communication methods where necessary. • Provide translated or adapted information where appropriate.	• Parents, carers and pupils can access important information in a format that meets their needs. • No family is disadvantaged due to accessibility barriers.	Ongoing	
4.2	Strengthen communication and engagement with parents and carers of pupils with additional needs.	• Provide clear information about SEND, inclusion and available support. • Use a range of communication methods to ensure accessibility and understanding. • Seek feedback from families regarding accessibility and communication.	• Parents understand available support and can engage fully with school processes. • Strong partnerships are maintained between home and school.	2026-2027	
Medium Term					
4.3	Review the accessibility of school publications and online information.	• Conduct annual reviews of website accessibility and published information. • Ensure statutory information remains accessible and compliant. • Review accessibility of newsletters, policies and parent communications.	• School information is accessible and meets statutory requirements. • Website accessibility is maintained and regularly reviewed.	Annual	June 2026 moved to Juniper Education website which complied with site accessibility expectations.
Long term					
4.5	Utilise technology to further improve accessibility.	• Explore translation tools, accessibility software and assistive technology. • Review emerging technologies that improve communication and access to learning.	• Increased access to information for pupils, families and visitors with additional needs.	2028-2029	

4. Improve Access to Information					
Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
		Ensure technology is used effectively to support pupils, families and staff with additional needs.	Technology supports independence and participation across the school community.		
Overall Vision Statement Sawley Junior School is committed to ensuring that pupils with disabilities, SEND and medical needs are supported to participate fully in the academic, social, cultural, sporting and outdoor life of the school through high-quality adaptive teaching, inclusive practice, reasonable adjustments and a culture in which every child feels valued, included, supported and able to thrive.					