



Consett Junior School

ACCESSIBILITY PLAN – June 2026 to June 2029

Aim 1 – To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Tasks	Timescale	Responsibility	Monitoring/Success Criteria
To improve Emergency exit signage	Ensure all signage is clear and is free from blockage.	Reviewed Termly	HT, Site Manager	Areas monitored and checked
To ensure access routes are suitable for all.	Review access routes to all areas (including classrooms, corridors, playgrounds, halls and toilets, doorways etc. Plan reasonable adjustments if needed.	Will review when required.	HT, Site Manager, All staff	Environment suitable for all.
Class monitoring and assessments of emergency exit routes for disabled pupils	Ensure that emergency exit routes are accessible for all children and make reasonable adjustments if required.	Will review when required.	HT, Site Manager, All staff	Access clear at all times.
Ensure visually calming and stimulating environment for all children	Natural Calming Colourful and purposeful displays in classrooms and inviting role play areas inside and outside of school.	2026-2029	Class Teacher and LSAs	Displays show evidence of children's learning and vocabulary that supports learning
To ensure driveway, roads, paths around school are as safe as possible	Communication with parents/carers via safety messages /letters/walk to school week for local children.	Daily/ weekly/ termly checks carried out	SLT Caretaker	No incidents / accidents recorded



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Aim 2 – To increase the extent to which disabled pupils can participate in the school curriculum.

Target	Tasks	Timescale	Responsibility	Monitoring/Success Criteria
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	2026 - 2029	HT & SLT All subject leaders	All policies clearly reflect inclusive practice and procedure
To maintain close liaison with parents / carers	To ensure collaboration and sharing between school and families	2026 - 2029	HT & SLT All class teachers LSA	Clear collaborative working approach.
To establish close liaison with outside agencies for pupils with on going health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	2026 - 2029	HT & SLT All class teachers LSA/ Head of Care and RCCOs School Nurse	Clear collaborative working approach and evidence of individual care plan/ medical plans where needed.
To ensure full access to the curriculum for all children	Work with a range of specialist advisory teachers; CPD for staff An adapted curriculum A range of support staff including trained teaching assistants at Level 3 or above. Multimedia activities to support most curriculum areas Use of interactive ICT equipment. Specific equipment sourced from OT, Speech & Language.	Ongoing throughout the plan	HT & SLT All class teachers LSA SENCO Advisory staff	Advice taken and strategies evident in Classroom practice. ASD children and complex needs supported and accessing curriculum.
To review individual SEN support plans that gives a holistic view point of all children in relation to their EHCP and educational and behavioural outcomes	Teachers to work with all professionals involved with the child and devise appropriate outcomes to meet the individual needs of the child	Termly Ongoing throughout academic year updated three times a year.	All class teachers, LSA, SENCO's Education Psychologist Health and Social Care	Completion of the individual SEN support plans that provides a holistic view and individual view point of the child.



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Aim 3 – To improve the delivery of information to pupils and parents who have a disability.

Target	Tasks	Timescale	Responsibility	Monitoring/Success Criteria
To ensure all children with ASD, ADHD or complex SEMH difficulties have access to the curriculum	Regular parental/carers communication Individualised multi-sensory teaching strategies used for ASD, ADHD children,	Ongoing	SLT - Class Teachers LA – Specialist teaching support advisory teacher	Children with identified complex difficulties and diagnosed ASD ADHD able to successfully access the curriculum
To enable improved access to written information for pupils, parents, carers and visitors	Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing signage around the school to ensure that is accessible to all is a valuable exercise. Text message service available to all parents and carers to inform them of events and news from school.	Ongoing	SLT - Class Teachers LA – Specialist teaching support advisory teacher	Evidence of a range of Written information tools used in school
To review children's administration and SEND records ensuring school's awareness of any up to date disabilities	Information collected about new children. Records passed up to each class teacher. End of year class teacher meetings EHCP Annual reviews SEN Support plans Medical forms updated annually for all children - Personal health care plans	Annually	SLT - Class Teachers LSAs, Administration Staff	All Staff members aware of disabilities of children in their classes
To ensure all statutory policies are updated to reflect inclusive practice and procedures.	To comply with the Equality Act 2010	Ongoing	SLT, Class Teacher	All policies in place reflected of inclusivity and correct procedures.