



Accessibility Plan Moor Green Primary Academy

From March 2026 to March 2029 (3 years – to be reviewed annually)

This Accessibility Plan is reviewed annually to reflect the changing needs of pupils and the school context, including rising complexity of SEND.

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access, progress and participation for children with communication and interaction needs, evidenced through improved engagement, communication attempts, and progress against personalised outcomes.	C I	To ensure provision supports the outcomes for children with communication and interaction needs through the use of ILPs	SENCo	<ul style="list-style-type: none"> Time for training. 	<ul style="list-style-type: none"> Termly SEND progress data, small-steps tracking, intervention records and EHCP outcome reviews. Pupil feedback. Staff feedback, CPD evaluations, lesson observations evidencing inclusive practice. 	Ongoing
		Speech and Language Therapy support from traded services.	SENCo SALT	<ul style="list-style-type: none"> Link SALT via NHS 		Ongoing-annual subscription renewal
		Regular CPD/INSET session for all staff to up skill and update SEND knowledge.	SENCo CAT	<ul style="list-style-type: none"> Time for training. 		Ongoing
To improve access, progress and participation for children with sensory and physical needs	C E I	To ensure all trips are accessible to all children. Risk assessments and ensure adjustments are made well in advance	All staff	<ul style="list-style-type: none"> Time for pre-visits to locations (when necessary) and ensure suitable transport. 	<ul style="list-style-type: none"> Parent feedback. Attendance of SEND pupils on visits 	Ongoing
Risk assessments and reasonable adjustments ensure pupils with SEND can participate fully in educational visits						

				alongside their peers.		
		To ensure provision supports the outcomes for children with sensory needs through the use of ILPs	SENCo	<ul style="list-style-type: none"> Time for training. 	<ul style="list-style-type: none"> Termly SEND progress data, small-steps tracking, intervention records and EHCP outcome reviews. Pupil feedback. Staff feedback, CPD evaluations, lesson observations evidencing inclusive practice.	Ongoing

To improve access, progress and participation for children with cognition and learning needs	C E I	To ensure full access to the curriculum by all pupils at an appropriate level.	All staff LL&SS	<ul style="list-style-type: none"> Work adapted by depth. Regular home/school liaison. Advice from subject leaders. Advice from local authority advisors. Provision and resources fit the need of the child and the outcome through the ILP. 	<ul style="list-style-type: none"> Pupil feedback. Termly SEND progress data, small-steps tracking, intervention records and EHCP outcome reviews. 	On going
To improve access, progress and participation for children with social, emotional, mental health needs	E	To use appropriate sensory input to support children to access the full curriculum	SENCo All staff	<ul style="list-style-type: none"> Time for training 		On going
		Organise training for all staff with current developments of SEMH.	Pastoral Lead	<ul style="list-style-type: none"> Time allowed for induction when required and training included in school INSET. 	<ul style="list-style-type: none"> All staff CPD up to date. 	On going

		To improve emotional regulation, attendance and engagement for pupils with complex SEMH needs.	Pastoral Lead SENCo	<ul style="list-style-type: none"> • Use of low-arousal, low-demand approaches • Individualised reintegration and part-time timetables • Nurture and relational approaches embedded across school 	<ul style="list-style-type: none"> • Attendance data • Behaviour logs (reduction in incidents) • Pupil voice / wellbeing check-ins 	On going
To ensure that provision for all children on the SEND register is appropriately disseminated to receiving teacher within the transition period.	C I	Meetings arranged between teachers to ensure information about SEND is shared and good practice strategies are shared.	Class teams SENCo	<ul style="list-style-type: none"> • Time for meetings. • Pupil progress meetings 	<ul style="list-style-type: none"> • Termly SEND progress data, small-steps tracking, intervention records and EHCP outcome reviews.. 	On going
		To increase awareness and understanding of the medical needs.	SENCo School Nurse	<ul style="list-style-type: none"> • Staff training if necessary for all staff who will be working with the pupil. • Meetings with the school nurse and parents. 	<ul style="list-style-type: none"> • Staff will have an enhanced understanding of specific medical needs that may affect children in the school. 	On going

The Accessibility Plan is monitored by the SENDCo and SEND Link Governor, reviewed annually, and updated in response to pupil need, parental feedback and school self-evaluation.