

Strawberry Fields Primary School



Accessibility Plan

June 2026

Strawberry Fields Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Definition of special educational provision

Strawberry Fields Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy and our provision map for an outline of the full provision that our school has in place to support pupils with SEND.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO team will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by the Head teacher together with the SENCO team to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback, providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND making use of all class facilities and space using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision any decision to provide group teaching outside the classroom will involve the SENCO team in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made. Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all level. Listening to pupils' views and taking them into account in all aspects of school life.

Sensory and physical needs

The school has the following adaptations in place to meet sensory and physical needs:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication

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- provision of tactile and kinaesthetic materials
- access to different amplification systems
- access to low vision aids
- access to specialist aids, equipment or furniture
- Regular and frequent access to specialist support.
- Access to a safe space which has appropriate sensory resources stored for use by children with staff.

Reasonable adjustments

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

Visually and hearing impaired children and adults will have 2 named guides in case of emergency evacuations

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- Readers for pupils with visual impairments.

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- Readers for pupils with visual impairments.

This accessibility plan will be evaluated every 2 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.



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Accessibility Checklist

	Yes	No	Part
Signage			
External signage from road to entrance is clear, well placed	✓		
Internal signage is clear and well placed	✓		
Accessible parking			
Accessible parking available for people with disabilities	✓		
Number of spaces	2 Additional ones can be available with prior arrangement		
Main entrance			
Well signed from edge of school grounds and easy recognised	✓		
Entry system at correct height, position with sufficient space for a wheelchair	✓		
Floor coverings do not impede access through the door	✓		
Reception counter accessible (height, position of writing surface)	✓		
Circulation: Horizontal			
Flat access around school along corridors and through doors (internal and external), i.e. raised threshold/door sill no more than 15mm total height, any vertical surface 5mm max.	✓		
Ramps meet guidelines (gradient, kerbs, handrails, width)	✓		
Adequate corridor width for volume of people	✓		
All doors wide enough for wheelchair users (single clear opening width)	✓		
All doors open without excessive pressure	✓		
Circulation : Vertical			
Handrails on both sides of stairs, continuous around landings	✓		
Lift convenient to use (size, controls)	✓		
Emergency evacuation procedures for disabled in place for upper floors	✓		

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Accessible toilet / hygiene room			
Number available	ONE		
Signage in place	✓		
Adequate dimensions (minimum 2200mm x 1500), adequate turning space)	✓		
WC and fittings correctly placed (grab rails, washbasin, mirror, light switch, hook)	✓		
Alarm system functions correctly and ready for use	✓		
Toilet ready for use at all times (not used for temporary storage etc.)	✓		
Hoist facilities available		✗	
Changing bench (height adjustable)	✓		
Shower facilities	✓		
Measures for hearing impairment			
Classrooms are carpeted or have appropriate surface	✓		
Emergency systems have visual alarms		✗	
Technical aids (e.g. hearing loop at entrance desk, soundfield system) in place	✓		
Measures for visual impairment			
Good levels of natural / artificial lighting	✓		
Blinds / anti-glare glazing where needed	✓		
Surfaces are non-reflective	✓		
Colours contrasting décor	✓		
Stairs, steps, kerbs, levels changes colour contrasted (internal and external)		✗	
Braille is used where appropriate, e.g. for lift controls (inside and outside)			✓ Raised lettering
Additional resources rooms			
Quiet distraction-free withdrawal/work area (s)	✓		
Room available for visiting therapists/health care	✓		
Medical room	✓		
Exit routes			
Are staff members trained in helping mobility impaired people evacuate?	✓		
Are all Fire exits kept unlocked and clear?	✓		
Are exit routes regularly checked for obstacles?	✓		
School Curriculum			
Training for staff on quality first teaching, targeted response and individualised response to SEND.	✓		
Provision of appropriate sensory processing aids for specific children following advice from Occupational Therapist.	✓		
A class set of Tablets	✓		

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Additional I-pads/ laptops available for specific children with statement of SEN	✓		
Communication			
Developed individual learning 'School Support Plans' (SSP) for SEND pupils – these give key information on strengths and difficulties.	✓		
Termly review of SEND pupils e.g. Individual Plans, Healthcare plans (or as updated by healthcare professionals), Education Health Care Plan.	✓		