



Goldenhill Primary Academy

Accessibility Plan (July 2026-2029)



1. Introduction

This Accessibility Plan sets out Goldenhill Primary Academy's commitment to improving access for all pupils, staff, parents and visitors over a three-year period (July 2026-July 2029). It is written in line with the Equality Act 2010 and the SEND Code of Practice.

The plan is structured into three overarching action plans:

1. Access to Information
2. Access to the Physical Environment (Premises)
3. Access to the Curriculum

Each section includes a unified three-year action plan with measurable outcomes, responsibilities and timescales.

2. Access to Information – 3 Year Action Plan

2.1 Overview

This strand ensures that all communication, digital content and documentation is accessible, inclusive and usable by all stakeholders, including pupils, parents and staff with SEND, EAL, sensory impairments or additional communication needs.

Key priorities:

- Website accessibility
- Digital accessibility of learning and school documents
- Accessible communication (reports, policies, letters)

2.2 Access to Information Action Plan (2026–2029)

Action	Lead Person	Outcome	Target	Strategies	Time-scale	Monitoring	Cost
Year 1							
To ensure that alternative formats are easily and consistently available on request.	Office team	Equal access to information	Requests for alternative formats met in 5 days	Responsive admin system Clear communication with parents	Immediate	Ongoing monitoring	Printing/audio cost
To ensure that parents know how to translate the school website and Arbor app messaged into their first language.	Class Teachers / Admin Team	Equal access to information	All parents / carers know how to translate information when requires	Utilising high interest communication methods e.g. parents evening	September 2026	Parental Voice – annually	Low
To redesign and audit the academy website, ensuring accessibility for all.	ICT Provider / SLT	Fully accessible website	WCAG 2.2 AA compliance	Redevelopment with provider	September 2026	Ongoing QA checks	Website redesign cost
To introduce an accessibility feedback tool to the website.	ICT Provider / SLT	Continuous improvement	Feedback system live	Online form is available on the website	September 2026	Termly analysis	Low
To check and amend accessible document templates, ensuring that these are standardised e.g. reports / behaviour and attitude sheets / letters home.	SLT / Admin	Consistent accessible formats	100% staff using templates	Standardised templates accessible for all, which are centrally stored on Staff Shared	September 2026	Termly audits	Low
To ensure that the SEN Policy and Information Report are available in dual formats (Standard and Plain English).	SLT	Improved understanding	All key policies adapted	Rewrite policies in collaboration with staff and parents	September 2026	Annual review	n/a
To ensure that accessibility tools are embedded within the new website.	ICT Provider / SLT	Improved user access features	Tools used by families	Add plugins/tools (read-aloud etc.)	December 2026	Termly usage review	Low
To ensure that the Anti-Bullying Policy are available	SLT	Increased accessibility	Policies accessed by all	Rewrite the policies in collaboration with staff	May 2027	Annual review	n/a

in dual formats (Standard and Plain English).							
To ensure that the New starter pack are available in dual formats (Standard and Plain English).	SLT / Admin	Increased accessibility	New starter packs accessed by all	Rewrite the policies in collaboration with SENCO / Admin team	June 2027	Annual review	n/a
To ensure that the Behaviour related policies are available in dual formats (Standard and Plain English).	SLT	Increased accessibility	Policies accessed by all	Rewrite the policies in collaboration with staff	July 2027	Annual review	n/a

At the end of the first year of this action plan, stakeholders including parents and staff should be consulted again on their views on accessibility, and their needs. If any changes need to be made or priorities need to be added, this plan can be amended.

Year 2

To ensure that the Safeguarding Policy are available in dual formats (Standard and Plain English).	SLT / DSL	Increased accessibility	Policies accessed by all	Rewrite the policies in collaboration with staff	September 2027	Annual review	n/a
To ensure that safeguarding and emergency evacuation messages displayed when visitors sign in, are made accessible in different languages and formats as required.	SLT	Increased accessibility	Important information accessed by all visitors to school in an appropriate format	To collaborate with InVentry regarding sign in systems and how these can be made more accessible	September 2027	Review and monitoring of its use Parental voice	TBC with InVentry
To ensure that key documents related to SEND are written and published in an easy-read format.	SENCO	Increased accessibility	10+ documents adapted	Simplified formatting	September 2027	Annual review	Low

At the end of the second year of this action plan, stakeholders including parents and staff should be consulted again on their views on accessibility, and their needs. If any changes need to be made or priorities need to be added, this plan can be amended.

Year 3

To provide staff training throughout the Academic Year on App use and how to support stakeholders with this. Staff to share this information during	ICT Provider / SENCO / SLT	Improved digital accessibility	100% staff trained	CPD sessions Peer-to-peer working	March 2028	Annual CPD review Arbor training	CPD time
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To ensure the creation and monitoring of inclusive evacuation plans (PEEPs) for children who require them. This should be reviewed as part of the risk assessment process for individuals.	Headteacher in collaboration with SENCO and Family Support Worker	Safe evacuation procedures	All pupils covered	Individual risk planning	September 2026 (and ongoing, for children with individual risk assessments)	Termly review	None
To install a hearing loop (or induction loop) to improve inclusion for all stakeholders.	SLT / Site staff	More inclusive environment for people with hearing impairments	Improve access for those with hearing impairments	Installation of hearing loop	Autumn term 2026	Yearly monitoring of use	
To consider and explore how consistent classroom layout should improve access for all learners with all disabilities.	SENCO / SLT / Class Teachers	Improved mobility/access	Reduced congestion within high traffic areas of classrooms	Flexible seating plans Good relationships with pupils – understanding of needs	Spring / Summer term 2027	Termly walk-throughs Pupil voice	Low
To continue to develop and enhance The Shine Space (Enhanced Provision) in line with the Sensory Toolkit from Stoke LA.	SENCO / The Shine Space staff	Improved regulation support for all children	Fully operational calm space, with designated calm down zones which support children's SEMH needs	Structured sensory environment Dark areas Use of sensory lighting Consistent visual signage (Widgit)	Spring / Summer term 2027	Termly usage review	Equipment budget

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Year 2

To develop sensory toolkits to be used when needed within all classrooms	SENCO / Class teachers	Improved regulation access	All classrooms equipped to support children with sensory needs	Standard toolkit rollout Toolkits to include sensory objects e.g. water and light toys, fiddle strips, timers,	September 2027	Termly checks Monitoring to ensure that items remain within	Equipment budget
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				weighted blanket etc.		designated classrooms	
To conduct audits of classrooms with a sensory focus, ensuring that displays are simple and not overwhelming. Monitor inline with new working wall expectations.	SENCO / SLT	Reduced sensory barriers for all learners	All rooms reviewed, and next steps for all staff clearly identified	Observation and audit tools	Autumn term 2027	Annual review	None
To ensure that spaces outside the classroom (breakout spaces) are designed inline with classroom sensory expectations	SENCO / SLT	Reduced overload for children when outside the classroom	Designated breakout areas identified – 1 per key stage	Reorganisation of spaces to support this need	Autumn term 2027	Annual review and ongoing exploration of its usage Pupil voice Staff voice	Moderate
To ensure the use of adjustable desks for children who require this, if this adaptation has been agreed by EP / ILS support	SENCO / SLT / Office team	Improved physical access	Equipment available as needed	Procurement of desks	Spring / Summer 2028 (or sooner if required by individual pupils)	Annual review	Capital cost

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Year 3

To ensure that signage throughout the school is consistent and clear for all stakeholders – monitoring the use of Widgit Symbols where needed.	SENCO / SLT	Improved navigation	Consistent signage across the school	Visual communication boards	September 2028	Annual audit Parental voice Staff voice	Low
To engage with staff training related to sensory needs	SENCO	Improved staff response	100% staff trained	CPD sessions Peer-to-Peer observations	Dec 2027	Annual CPD review Staff voice	CPD time

4. Access to the Curriculum – 3 Year Action Plan

4.1 Overview

This strand ensures all pupils can access learning through adaptive teaching, assistive technology and inclusive pedagogy.

Key priorities:

- Assistive technology
- Multisensory learning
- Inclusive pedagogy

4.2 Curriculum Accessibility Action Plan (2026–2029)

Action	Lead Person	Outcome	Target	Strategies	Time-scale	Monitoring	Cost
Year 1							
To identify children requiring assistive technology support, and begin to embed this strategy for them.	SENCO	Improved access to learning	Identified pupils supported	Individual support plans	September 2026	Termly review	Equipment cost
To ensure that all children with SEND are offered the same after school extra-curricular clubs as non-SEND peers.	SENCO / Club lead / PE lead	Improved engagement / access to learning	To ensure all children are offered access	Timely club letters / app reminders	September 2026 (and ongoing each term)	Termly review by clubs lead	External club providers if used e.g. BeeActive
To identify children requiring physical reasonable adjustments including sloping desks, visual	SENCO	Improved access to learning	Identified pupils supported	Individual support plans	Autumn term 2026 (and ongoing as needs	Termly review	Equipment cost

overlays, pencil grips, and visual aids.					change and new children join)		
To monitor and evaluate the use of precision teaching across the academy.	SENCO	Improved fluency	Targeted progress	Structured intervention	Summer term 2027	Termly review	Low
To encourage children to use peer-support techniques in the classroom, during all subjects when appropriate	Class Teachers	Increased collaboration and engagement from all pupils	Whole-school implementation	Buddy systems Flexible searing plans	Summer term 2027	Termly review	None

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Year 2

To engage with learning walks to monitor inclusive practice across the school, comparing delivery of lessons and interventions to planned strategies outlined on the child's IEP / EHCP.	SLT / SENCO	High-quality teaching	Consistent adaptive practice across the school	Monitoring cycle	September 2027	Termly	None
To monitor the use of our raised changing table, which allows staff to stand when changing children, ensuring its use to support with staff health and wellbeing.	SLT / SENCO	Ease of access for staff, and improved physical access for children	All children to have personal care needs met in a way in which supports staff	Staff voice	September 2027	Termly monitoring / Yearly staff voice	None after initial cost of the table
To audit existing assistive technology tools in use across the school.	SENCO	Baseline established	Whole-school audit complete	Review current practice	Spring term 2028	Annual review	None
To provide a non-negotiables checklist style document, for all staff to use when planning and delivering lessons	SLT / SENCO	Improved consistency	100% planning compliant	Planning template update	Summer term 2028	Termly audit	None

To engage with staff training related to whole-school inclusive pedagogy and practice	SLT / SENCO	Improved classroom inclusion	100% staff trained	Use of the Playbook / Walkthru series	Spring term 2028	Annual review	CPD time
To analyse, explore and develop the use of multisensory teaching practices across the school.	Subject leaders	Improved engagement	Embedded in curriculum	Lesson design framework	Spring term 2028	Termly learning walks	Low
To ensure that appropriate tools of assistive technology are understood and embedded within lesson planning for class	SENCO / Subject leaders	Improved independence	All planning includes AT	Planning framework update	Summer term 2028	Termly monitoring	Low

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Year 3

To provide staff training on assistive technologies.	ICT Lead / SENCO	Increased staff confidence	100% trained	CPD programme	September 2028	Annual review	CPD time
To ensure that children are able to take on different roles as part of group activities, sharing responsibility and having chance to be leaders	Subject leaders / Class teachers	Increased collaboration and engagement from all pupils	Consistent use	Structured group work-strategically planned	September 2028	Termly monitoring	None
To monitor and evaluate the use of SOS spelling practices across the academy.	SENCO / English leader	Improved spelling outcomes	Whole-school impact	Spelling programme	Spring term 2029	Termly data	Resource cost Training time / cost
To ensure that overlearning opportunities are present within all classrooms	SENCO / Subject leaders	Improved retention of key facts in core subjects	Curriculum embedded repetition	Retrieval practice	Spring term 2029	Annual review	Low
Evaluate the impact that the use of assistive technology is having on these children.	SENCO	Improved outcomes	Measurable progress	Data tracking	Spring term 2029	Annual review	None

5. Monitoring and Evaluation

- Regular SABSEND meetings
- Termly review completed by the SENCO and SLT
- Annual accessibility audit across all strands
- Pupil voice twice yearly
- Annual parent consultations
- Annual staff consultations
- Annual report to governors

6. Review Cycle

Annual review in July 2027, 2028 and 2029

- Audit outcomes
- Pupil progress data
- Staff feedback
- Legislative updates

Next Review Date: July 2027