

ASQUITH PRIMARY SCHOOL: ACCESSIBILITY PLAN - ACCESS TO THE CURRICULUM/ATTITUDES AND ETHOS 2025/26

Identified Barrier	impact on the child	In Place/Actions
Inconsistent rules/expectations.	Confusion and behaviour testing boundaries — insecure in understanding how to succeed.	Consistent expectations communicated to, and by, all staff.
Classroom atmosphere.	Noisy or stressed classroom environment prevents children from focusing/concentrating.	Training in managing children. Quality first teaching. Provision of equipment as needed.
Clear communications of expectations and how to achieve them.	Less reason to prevaricate or engage in displacement activity to cover confusion or fear of failure.	Monitoring planning and classroom practice.
Clear communications of learning objective,	To know what is expected in order to achieve.	Learning objective shared with children.
Lack of adaptation.	Frustration at being unable to complete tasks leading to poor behaviour.	Adaptation in planning. Ongoing monitoring,
Teacher not aware of, or understanding of, pupil needs.	Pupil not fully engaged in learning and will not succeed.	Staff training to respond to need. Behaviour and health plans set up and on server/CPOMS.
Lack of classroom systems and organisation.	Children lack independence and may be unable to access learning.	Ongoing monitoring and observation of classroom practice.
Lack of concentration due to poor hearing or eye sight	Unable to complete tasks leading to poor behaviour.	Concerns passed onto parents, SENDCO, Head Teacher as appropriate.
Children are not given an opportunity to express their needs and be listened to.	Lack of confidence and self-esteem.	Children are aware they can speak to any member of staff with concerns. Pastoral support given if needed.
ASD/language and communication difficulties/EAL.	Children lack understanding of what is being asked of them.	Visual timetable, signs and symbols, learning ladders, EAL TA. Advice sought from LA support services
Print not presented in parent/child preferred format/language,	Unable to engage with the task/community	Signs/symbols in school. Verbal communication to parents as necessary/support from EAL for preferred language, use of translation apps if appropriate
Children not positioned well to see whiteboard.	Cannot access learning/teaching and disrupt the lesson.	Monitoring ongoing
Lighting in the classroom not adjusted to accommodate whiteboard.	Cannot access learning/teaching and disrupt the lesson.	Efficient and effective lighting systems in place.

Identified Barrier	Impact on the child	In Place/Actions
Poor understanding of the needs of parents/visitors.	Equality of access. Parents/visitors invited to express access needs on invitations to events in school	Outside agencies involved as needed.
Lack of identification of reading/writing difficulties.	Unable to access teaching/learning.	Monitoring by all staff and SENDCO
Lack of appropriate intervention to support difficulties.	Unable to access teaching /learning.	Monitoring by all staff and SENDCO
Staff unaware of disability equality issues.	Poor access to the school and its curriculum.	Equality Policy in place.
Celebrate only high achievers.	Further lower the self esteem of low achievers,	All pupils have their success celebrated.
SEN policy and disability policy in place and supported by staff and governors.	Ensures equal access for all.	Staff and Governors informed.
Staff unaware of responsibilities to actively remove barriers.	Does not ensure equal access for all.	Monitoring/review practice — ongoing.
Print presented on white paper or Interactive White board backgrounds.	Frustration and pupils not engaged	Print on coloured paper and books made up with certain colours for certain children and coloured backgrounds on IWB.
Low attainment, limited reading materials.	Lack of interest of reading and text too difficult	Staff continually monitor and track children's reading and question if no progress has been made.